

School Board of Clay County

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

June 6, 2024 - Regular School Board Meeting

Date: Jun 06 2024 (6:00 p.m.)

Student Showcase

Invocation (Pastor Anthony Favors, River Christian Church, Fleming Island)

Pledge of Allegiance

Call to Order

Recognitions and Awards

- [1. Recognize Students with Perfect Attendance, K-6, K-8, and K-12](#)
- [2. Recognition of 2023 Bike Design Winners](#)
- [3. Recognition of Athletic State Champions, Students of the Month, and Coaches of the Month](#)
- [4. Recognition of Recipients of the 2024 Kyla Nettles Scholarship Committee](#)
- [5. Recognize Social Studies Teachers of the Year](#)
- [6. Recognize Recipients of Level II Principal Certification Program Completion](#)

Presenters

School Showcase

Presentations from the Audience (Public Comment)

Discussion Agenda

School Board Member

- [7. D1 - Appoint One Board Member and One Citizen Member to Serve on the 2024 Value Adjustment Board](#)
- [8. D2 - Appoint One Board Member to Serve as Florida School Boards Association Advocacy Committee Representative and One Board Member to Serve as Advocacy Committee Alternate](#)

Human Resources

- [9. D3 - Human Resources Special Action A](#)
- [10. D4 - Human Resources Special Action B](#)

Instruction-Climate and Culture

11. D5 - Public Hearing to Approve as Advertised 2024-2025 Student & Family Handbook and Code of Student Conduct

☉ [Legal Adv. Notice of PH Student and Family Handbook and Code of Student Conduct.pdf](#)

☉ [Summary of Changes - 24_25 Code of Conduct.pdf](#)

☉ [Board Redline Copy - 2024_2025 - CCDS Student and Family Handbook and Code of Student Conduct.pdf](#)

Consent Agenda

Superintendent

12. C1 - Minutes of School Board Workshop on April 23, 2024; Student Discipline Hearings and Regular Meeting on May 2, 2024

☉ [2024 Apr 23 Workshop.pdf](#)

☉ [2024 May 2 Student Hearings.pdf \(Confidential\)](#)

☉ [2024 May 2 Regular Mtg.pdf](#)

School Board Member

13. C2 - Payment of Annual Membership Dues for 2024-2025 to Florida School Boards Association

☉ [FSBA Renewal 2024-2025.pdf](#)

Human Resources

14. C3 - Personnel Consent Agenda

☉ [June 6, 2024 Personnel Consent Agenda.pdf](#)

Instruction-Academic Services

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

☉ [June 2024 Student Travel.pdf](#)

16. C5 - Daily Hours for Teachers and Students for School Year 2024-25

☉ [CCSD School-hours-2024-2025.pdf](#)

17. C6 - 2024 Secondary Summer Programs Calendars Revised

☉ [Summer School 2024 calendar ESOL revision.pdf](#)

18. C7 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2023-2024 Student Progression Plan

☉ [Summary of Changes - 24-25 SPP.pdf](#)

☉ [2024-25 SPP Draft for Approval.pdf](#)

☉ [Approval to Adv. Notice of PH Student Progression Plan_06 06 2024.pdf](#)

Instruction-Adult Education

19. C8 - 2024-2025 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs, State of Florida

☉ [240179 FI Youth Challenge \(1\).pdf](#)

20. C9 - 2024-2025 Dual Enrollment Articulation Agreement Between School Board of Clay County and St. Johns River State College (SJRSC)

[☺ 240175 St. Johns River State College Dual 2025.pdf](#)

Instruction-Professional Development

[21. C10 - Affiliation Agreement between Clay County District Schools and Western Governors University \(WGU\)](#)

[☺ 240146 WGU Clinical Experience Agreement \(2\).pdf](#)

[22. C11 - 2024-25 Professional Learning Catalog](#)

[☺ CCDS_Professional Learning Catalog_2024.pdf](#)

Instruction-Climate and Culture

[23. C12 - 7 Mindsets Life Skills, Character Education & Skills to build Resilience](#)

[☺ 240162 7 Mindsets Academy.pdf](#)

[24. C13 - 2024-2025 School Health Services Agreement with Department of Health Clay](#)

[☺ 240174 Dept of Health.pdf](#)

Business Affairs

[25. C14 - Proposed Allocation Changes for 2024-2025](#)

[☺ 06.06.24 - 24-25 Allocation Summary.pdf](#)

[26. C15 - Proposed Allocation Changes for 2023-2024](#)

[☺ 06.06.24 - 23-24 Allocation Summary.pdf](#)

Business Affairs-Accounting

[27. C16 - Monthly Financial Reports for April, 2024](#)

[☺ April 2024 Monthly Board Financial Report.pdf](#)

[☺ April 2024 Monthly Board Property Report.pdf](#)

[☺ CONTRACT REVIEW LOG SHEET.pdf](#)

[28. C17 - Budget Amendment Report for April, 2024](#)

[☺ 23-24 Budget Amendments April 2024.pdf](#)

Business Affairs-Property

[29. C18 - DELETION OF CERTAIN ITEMS REPORT MAY, 2024](#)

[☺ DELETION OF CERTAIN ITEMS REPORT MAY, 2024.pdf](#)

Business Affairs-Purchasing

[30. C19 - BID Renewal](#)

[31. C20 - RFP to be Awarded - PLACEHOLDER](#)

[☺ 240188 Clay County KE Agreement - CLAY FINAL with Exhibit A_JD_Exhibit 1_Exhibit 2 as of 05 24.24.pdf](#)

Operations

[32. C21 - Cenergistic Energy Conservation Savings Program Contract Amendment #2](#)

[☺ 240167 Cenergistic Amendment #2.pdf](#)

[33. C22 - Memorandum Of Understanding Between Clay County District Schools and the Clay County Sheriff's Office to provide access to the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program](#)

☉ [MOU with CCSO Guardian Grant.pdf](#)

[34. C23 - School Board of Clay County/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department.](#)

[35. C24 - School Board of Clay County/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County, Florida; the Town of Orange Park; and the Town of Orange Park Police Department.](#)

[36. C25 - School Board of Clay County/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County, Florida and the Clay County Sheriff's Office for the School Resource Officer Program.](#)

[37. C26 - Clay County Agreement/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County \(SBCC\), Florida and the Board of County Commissioners \(BCC\) for Funding of School Resource Officers \(July 1, 2024 - June 30, 2027\)](#)

[38. C27 - Interlocal Agreement with the Clay County Sheriff's Office for Transfer of School District Property](#)

Operations-Facilities

[39. C28 - Schematic/Preliminary/Final \(Phase I, II, and II\) Plans and Specifications for Charles E. Bennett Elementary School Security Lighting Repair/Replacement](#)

[40. C29 - Schematic/Preliminary/Final \(Phase I, II, and II\) Plans and Specifications for Doctors Inlet Elementary School Security Lighting Repair/Replacement](#)

[41. C30 - Change Order #4 for Clay High School Gym Renovations](#)

☉ [CHS Gym Renovations CO #4.pdf](#)

[42. C31 - Final Completion of Orange Park Junior High School Roof Repair/Replacement Buildings 1, 2, 3, & 4](#)

☉ [Certificate of Final Completion - OPJ Roof Repair Replacement](#)

[43. C32 - Final Completion of Middleburg High School HVAC Repair/Replacement](#)

☉ [Certificate of Final Completion - MHS HVAC Repair Replacement](#)

[44. C33 - Prequalification of Contractors](#)

☉ [Table for Board Backup Contractor Prequal, 6.6.24](#)

Adoption of Consent Agenda

CCEA Update

CESPA Update

Superintendent's Update and Presentations

School Board Attorney Remarks

School Board Member Remarks

Adjournment

June 6, 2024 - Regular School Board Meeting

Title

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

Description

The School Board will recognize students with perfect attendance K-6, K-8, and K-12. This will be for students who have been present in school, with no absences or tardies, for 7 years, 9 years, or 13 years. These students are deserving of this recognition as they transition from elementary to junior high, junior high to high school, and as they graduate.

Kindergarten - 6th Grade (7 years)

-Eli Dodson (FIE)

-Tyler Clark (MRE)

-Taylor Clark (MRE)

Kindergarten - 12th Grade (13 years)

-Rikki Blaylock (RHS)

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Recognition Only

Contact

David S. Broskie, Superintendent of Schools; david.broskie@myoneclay.net;

Financial Impact

None

Review Comments

Attachments

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

Recognition of 2023 Bike Design Winners

Description

The Florida Department of Transportation (FDOT), together with its agency partners, unveiled bike lane designs created by students in Florida. Three of those students attend Clay County District schools.

- Ember Leveque, Oakleaf Village Elementary
- Gisele Golston, Oakleaf Village Elementary
- Anastasia Rivera, Discovery Oaks Elementary

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Terri Dennis, Communications Department, terri.dennis@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

Recognition of Athletic State Champions, Students of the Month, and Coaches of the Month

Description

State Champions:

- Kevin Reyes (FIH), Boys Weightlifting
- Trey Jeffries (KHH), Boys Weightlifting
- Elijah Shevchook (OHS), Boys Weightlifting
- Takoda Brown (OHS), Track
- Gabby Flores (FIH), Track
- Roman Millicone, Michael DeRousse, John Keester, Graham Myers (FIH), Track

Athletes of the Month:

- Mychaela Parker (OPH), November
- Kiersten Shaw (KHH), December
- Mattie Reape (CHS), January
- Tessa Wilson (FIH), February
- Nacoya Blocton (RHS), March
- Madison Underwood (MHS), April

Coaches of the Month:

- Stephanie (CHS), November
- Sean Sweeney (MHS), December
- Rhiannon Weiskopf (MHS), Janaury
- Lori Davis (CHS), February
- Clint Lyons (FIH), March
- George Eldredge (OPH), April

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

John Stilianou, Coordinator of District Athletics, john.stilianou@myoneclay.net

Financial Impact

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

Recognition of Recipients of the 2024 Kyla Nettles Scholarship Committee

Description

In partnership with the Kyla Nettles Scholarship Committee, a scholarship (valued at \$2,000) will be awarded to seniors graduating from Middleburg High School by the Kyla Nettles Scholarship Committee. This scholarship was developed in order to honor the memory of beloved Middleburg Elementary School gifted teacher, Kyla Nettles. Recipients of this scholarship must be seniors currently enrolled in Middleburg High School and a former student at Middleburg Elementary. Students must have a 3.0 GPA, no pattern of discipline issues, proven characteristics of leadership, community service, and academic success. Additionally, the winners must meet basic requirements to attend either a post-secondary educational institution or vocational educational institute.

The Kyla Nettles Scholarship Committee was formed by Middleburg Elementary teachers, who were team partners, Nicole Perry and Heather McCaffrey, Middleburg Elementary administration, Chad Nettles (husband), and Liam Nettles (son).

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Becky Wilkerson, Middleburg Elementary Principal, becky.wilkerson@myoneclay.net

Financial Impact

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

Recognize Social Studies Teachers of the Year

Description

These awards, sponsored by the Florida Council for the Social Studies, recognize teachers who facilitate and inspire student learning and creativity in grades K-12. This year, over 100 Clay County teachers were nominated by colleagues, administrators, students, and parents.

Amanda Watson (OPE), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Elementary Division

Amanda Bussey (GCJ), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Middle School Division

April Martin (MHS), Clay County's nominee for FCSS's Outstanding Social Studies Teacher of the Year in the Senior High Division

Kendra Baum (OLJ), Clay County's nominee for the Excellence in Teaching History Award

Victor Gomes (OPJ), Clay County's nominee for the Warren Tracy Beginning Teacher Award

Denzell Davis (CHS), Clay County's nominee for Clay Civics Champion Award

Cynthia Cheatwood (OPJ), Clay County's nominee for the Clay Civics Champion Award in the Junior High Division

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

N/A

Recommendation

Recognition Only

Contact

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

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

Financial Impact

N/A

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

Recognize Recipients of Level II Principal Certification Program Completion

Description

The North East Florida Educational Consortium is a state-approved pathway for leaders to earn their Florida School Principal Certification. The Academy is 15 months in duration and includes three field experiences and a capstone action research project.

Course Completion Awardees

- Mary Dorsch, Discovery Oaks Elementary
- Julie Dover, Fleming Island Elementary
- Jocelyn Farber, Doctors inlet Elementary
- Linda Garcia, Clay Virtual Academy
- Monica Green, Green Cove Springs Junior High
- Kara Hoffman, Wilkinson Elementary
- Jacqueline Lawson, Middleburg Elementary
- Treena Petrelli, Lake Asbury Elementary
- Shadreka Smith, Grove Park Elementary
- Christina Thompson, Oakleaf High

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Recognition only.

Contact

David S. Broskie, Superintendent of Schools, david.broskie@myoneclay.net

Financial Impact

None

Review Comments

Attachments



School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

D1 - Appoint One Board Member and One Citizen Member to Serve on the 2024 Value Adjustment Board

Description

Florida Statute 194.015 requires that the School Board of each county annually elect one person from its membership to serve on the Value Adjustment Board (VAB). Additionally, the School Board must appoint a citizen member to the VAB. The citizen must own a business occupying commercial space located within the school district, may not be a member or employee of the school district, and may not be a person who represents property owners in any administrative or judicial review of property taxes. The VAB will meet in September to choose special magistrates, reappoint counsel and certify the tax roll so that the tax bills may be sent out by November 1, 2022. It is anticipated that the VAB would then meet again in the first quarter of 2023 to review the special magistrate findings on the petitions. It is possible that the VAB will also be called upon to adjudicate disputes arising from the valuation of the portability of assessments.

Gap Analysis

Section 194.015, Florida Statutes, mandates compliance

Previous Outcomes

Year	School Board Representative	Citizen Member
2023	Michele Hanson	Joseph Wiggins
2022	Mary Bolla	Joseph Wiggins
2021	Ashley Gilhousen	Joseph Wiggins
2020	Ashley Gilhousen	Joseph Wiggins
2019	Tina Bullock	Leslie Dougher
2018	Ashley Gilhousen	Leslie Dougher
2017	Betsy Condon	Leslie Dougher

Expected Outcomes

At the Board's discretion

Strategic Plan Goal

N/A

Recommendation

Elect one Board member to serve on the Value Adjustment Board and appoint one citizen who meets the statutory qualifications to serve on the Value Adjustment Board.

Contact

Ashley Gilhousen, Chair, School Board of Clay County

Financial Impact

None

Review Comments

Attachments



School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

D2 - Appoint One Board Member to Serve as Florida School Boards Association Advocacy Committee Representative and One Board Member to Serve as Advocacy Committee Alternate

Description

Florida School Boards Association requires that the School Board of each county annually appoint one person from its membership to serve on the Florida School Boards Association Advocacy Committee and one person from its membership to serve as an alternate on this committee. FSBA's committee leadership terms are July 1 - June 30 with new chair appointments taking office on July 1. Selections to FSBA's Advocacy Committee from each district must be submitted no later than August 1. Roles and responsibilities of this position include:

- Participation on this committee with statewide representation (one representative from each school district)
- Interaction with policymakers and stakeholders to promote public education
- The opportunity to be considered to serve on the Legislative or Federal subcommittees
- Monthly meetings (and additional meetings for subcommittees)
- Advocacy and communication leadership
- Reporting advocacy efforts back to respective boards

Gap Analysis

Membership in Florida School Boards Association mandates compliance.

Previous Outcomes

Year	Advocacy Committee Representative	Advocacy Committee Alternate
2023	Mary Bolla	Michele Hanson
2022	Janice Kerekes	Mary Bolla
2021	Janice Kerekes	Mary Bolla
2020	Mary Bolla	Janice Kerekes
2019	Mary Bolla	Janice Kerekes
2018	Mary Bolla	Janice Kerekes

Expected Outcomes

At the Board's discretion

Strategic Plan Goal

N/A

Recommendation

Appoint one board member to serve as Advocacy Committee Representative and one board member to serve as Advocacy Committee Alternate

Contact

Ashley Gilhousen, Board Chair, mary.bolla@myoneclay.net

Financial Impact

None

Review Comments

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

D3 - Human Resources Special Action A

Description

Florida Statutes (F.S. 1012.22(1)(9f), State Board Rules and Clay County School Board Policies require Board notification and/or action regarding decisions and recommendations of the Superintendent related to Personnel matters.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

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

June 6, 2024 - Regular School Board Meeting

Title

D4 - Human Resources Special Action B

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 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

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

June 6, 2024 - Regular School Board Meeting

Title

D5 - Public Hearing to Approve as Advertised 2024-2025 Student & Family Handbook and Code of Student Conduct

Description

Per statutory requirements, the 2024-2025 Code of Student Conduct is being noticed prior to its official adoption by the School Board of Clay County. The Code of Student Conduct is a policy adopted by the district that defines and describes the expected behavior of students while in the learning environment and is a guide for administrators on addressing conduct infractions through intervention and consequences.

Gap Analysis

The Code of Student Conduct is updated annually to address new statutory requirements and strengthen existing language based on a review of discipline data profiles.

Previous Outcomes

The Code of Conduct was enforced with fidelity by each school.

Expected Outcomes

By adopting this revised version of the Student Handbook and the Code of Student Conduct per statutory regulation, the District will continue its cycle of compliance with the Florida Department of Education and allow for public input on the practices and procedures related to student rights and responsibilities as well as how the District handles student misbehavior while in the learning environment.

Strategic Plan Goal

Goal: Goal 4 Strengthen the overall physical and emotional environment to foster an environment of safety and belonging for students, staff, and all stakeholders.

Strategy: 4.2: Develop systems and processes that focus on developing the whole child. Cultivate and sustain resilience, respect and positive behavior through the training and implementation of student-centered, evidence-based practices.

Recommendation

That the Clay County School Board will approve as advertised the 2024-2025 Student Handbook and Student Code of Conduct.

Contact

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

Financial Impact

None

Review Comments

Attachments

- ⌚ [Legal Adv. Notice of PH Student and Family Handbook and Code of Student Conduct.pdf](#)
- ⌚ [Summary of Changes - 24_25 Code of Conduct.pdf](#)
- ⌚ [Board Redline Copy - 2024_2025 - CCDS Student and Family Handbook and Code of Student Conduct.pdf](#)

**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO
APPROVE REVISIONS TO
STUDENT AND FAMILY HANDBOOK AND
CODE OF STUDENT CONDUCT**

Approval to Advertise: The School Board of Clay County, Florida (“the Board”) approves the advertisement of revisions to Student and Family Handbook and Code of Student Conduct.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed revisions to Student and Family Handbook and Code of Student Conduct is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - May 2, 2024. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt revisions to Student and Family Handbook and Code of Student Conduct under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt proposed revisions to Student and Family Handbook and Code of Student Conduct following a public hearing. ***The public hearing shall be held on Thursday, June 6, 2024,*** 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.

Summary of Changes

2024-2025 Student Code of Conduct

The following is a summary of updates and revisions to the student code of conduct.

- **Entire Document** - Dates updated to reflect current year.
- **Entire Document** - Will be justified and pages assigned once finalized.
- **Entire Document** - Section and subsection numbers assigned for ease of reference.
- **Table of Contents** - Changes/Addition of sections and pages updated. Additional sections added to highlight added procedures/information. Page numbers will be adjusted once the deleted portions are removed.

Section 1 - Introduction	
1.1 - Superintendent's Message (pg 3)	Updated
Section 2 - Mission, Vision, and Philosophy	
Our Philosophy (pg 5)	Removed misleading language
Section 3 - Student Rights and Responsibilities	
3.6 - Student Publications (pg 8)	Moved statement to appropriate place
3.8 - Role of Home, Student, and School (pg 9)	Added recommended language
3.9, 3.10, 3.11 (pg 10-11)	Moved under Rights and Responsibilities instead of being under Equal Opportunity.
Section 4 - Equal Opportunity: Prevention of Discrimination, Harassment, and Bullying	
4.1 Notice of Non-Discrimination (pg 11)	Deleted language has to do with employees and hiring practice and is found in the employee handbook.
4.5.2 - HOPE Scholarship (pg 15-16)	<ul style="list-style-type: none"> ● Statute revision removed the HOPE Scholarship. ● Removed Hope Scholarship language from any other mentions for consistency.
Section 5 - Attendance	
5.1 - Compulsory School Attendance (pgs 16-17)	<ul style="list-style-type: none"> ● Updated language to reflect more student and parent friendly language ● Removed language that outlines district establishment of procedures.

5.3 - Make-Up Work (pg 18)	Moved the section to more applicable location.
5.6 - Attendance Requirements for Minors to Maintain Driving Privileges (pg 19)	Updated language to make it more student and parent friendly
5.7 - McKinney-Vento Homeless Assistance Act (pg 20)	Updated language to match statute changes.
Section 6 - Student Conduct	
6.2 - Dress Code (pg 21)	Non-Permitted Apparel - #5 added language approved/acceptable face covering
6.4 - Wireless Communication Devices (pgs 23-24)	<ul style="list-style-type: none"> • Changed language to reflect statute changes from HB 379 • Clarified High School Only permissions.
6.9 - Zero Tolerance Rule (pg 26)	Added language about Threat Assessment Protocol
Section 7 - Student Accountability, Discipline, and Misconduct	
7.7 - Weapons in School (pg 33)	Removed authorization of weapon at school.
7.10 - Discipline Action Matrix (pg 35)	Matched DSP code with definition in appendix
7.12 Discipline and Students with Disabilities (pg 38-49)	<ul style="list-style-type: none"> • Updated language to be more user friendly • Updated procedures to reflect current District practice and alignment to policy.
7.13 - Procedural Safeguards for Students With Disabilities (pg 39)	Section renamed to reflect current language
Section - 8 Student Safety	
8.1 - Threat Management Assessment (pg 41)	Updated language to meet current Statute
8.2 & 8.3 (pg 41)	Added links for Fortify and Safer Watch
Section 10 - Other Important Information for Families	

<p>10.1 - Family Educational Rights and Privacy Act (FERPA) (pg 45-46)</p>	<p>Added language to FERPA rights for Dual Enrollment Students</p>
<p>Appendix A & B: Glossary & Behavior Infraction Codes</p>	
<p>(pg 59-70)</p>	<ul style="list-style-type: none"> ● Removed SEL ● Updated SESIR language and terms to match state requirements. ● Updated SESIR Examples and Non Examples to align with those published by the FLDOE ● Linked All SESIR Events to the FLDOE SESIR definitions.

DRAFT

Student and Family Handbook and Code of Student Conduct 2024 – 2025



**David S. Broskie
Superintendent of Schools**

CLAY COUNTY SCHOOL BOARD

District 1: Erin Skipper
District 2: Mary Bolla
District 3: Beth Clark
District 4: Michele Hanson
District 5: Ashley Gilhousen

Clay County District Schools

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Section 1 – Introduction

1.1 – Superintendent's Message

Dear Parents and Guardians:

Clay County District Schools is firmly committed to ensuring that every student can succeed within a safe and positive learning environment. The 2023-2024 Student Code of Conduct details the expectations for student behaviors that encourage a positive learning experience for all. These skills build a foundation for students to obtain academic and personal success.

The Student Code of Conduct is the District's policy that is approved each year by the Clay County School Board. This handbook contains important information to ensure your child has a successful school year. Well-informed parents and guardians have always been our best partners in this work. I ask that you please review the Student Code of Conduct with your child, discuss the content within the handbook, and complete the acknowledgment form. Should you have any questions or concerns, I encourage you to reach out to your child's principal and they will be happy to assist with any questions regarding our policies and procedures within the handbook. As always, parental and caregiver support is crucial to student success and well-being and I thank you for your partnership as we provide an educational experience to our students that will help them grow, achieve, and reach their full potential.

Respectfully,

David Broskie

Dear Parents and Guardians:

Clay County District Schools is committed to providing an educational environment in which every student has the opportunity to reach his or her potential. The 2024-2025 Student Code of Conduct outlines the roles and responsibilities that guide student behavior in our schools. We believe that when students understand and adhere to these guidelines, they are better equipped to succeed both inside and outside the classroom.

We recognize the crucial role that parents and guardians play in reinforcing these principles at home. By reviewing the Student Code of Conduct with your child, you help ensure that they understand their rights, responsibilities and the consequences of their actions. Additionally, your support in promoting a culture of respect and safety on our school campuses is invaluable. Should you have any questions or concerns, I encourage you to reach out to your child's principal and they will be happy to assist with any questions regarding the policies and procedures within the handbook.

As always, parental and caregiver support is crucial to student success and well-being and I thank you for your partnership. Together, we can create a learning environment where all students feel safe, supported and empowered to achieve their full potential.

Respectfully,

David Broskie
Superintendent of Schools



1.2 – Jurisdiction of the School Board



This Handbook and all of its referenced policies and procedures is in force at all times on all school campuses and properties, as well as such times and places, including but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students.

Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school. With respect to bullying and harassment behavior, jurisdiction of the Board extends to data or computer software accessed at a non-school related location, activity, function, or program, or to technology or an electronic device that is not owned, leased, or used

by the Clay County District Schools.

Our primary role as School Board members is to ensure the safety of all school district members and guests, and to craft policies that reflect the spirit of our communities while also considering the future of our most precious asset – the kids. This Handbook is just one of those guides that help to make our schools great. We are honored to be given this opportunity, and look forward to the collaboration and partnership that makes Clay County a truly special place to live.

Section 2 – Mission, Vision, and Philosophy

Our Mission

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Our Vision

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Our Philosophy

Instruction should occur in an environment that promotes the highest level of learning. Effective instruction requires high levels of student engagement, innovation of classroom rituals and routines, and clearly articulated behavioral expectations. This is described as the absence of distractions, frictions, and disturbances that interfere with the effective functioning of the student, class, and school. It is the presence of a friendly, student-centered environment in which students and school personnel work cooperatively toward mutually recognized and accepted goals, and in which the parent and the school develop and maintain a positive, collaborative relationship focused on what is best for the learner.

As a student progresses through the grade levels, it is reasonable to assume that an increase in age and maturity will result in the student assuming new opportunities to grow and greater responsibility for their

actions. It is recognized that differences in age and maturity require different types of opportunities and disciplinary action; while maintaining a fair and equitable system that is applied to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining a positive learning environment, this Student & Family Handbook, along with its embedded Code of Student Conduct, will:

- Describe the role of the home, student, and school in the education of the learner.
- Describe student’s rights and responsibilities as part of the learning environment.
- Describe student conduct and processes associated with student misconduct.
- Describe aspects of student health and wellness, safety and security, and other relevant information that will help lead to a positive experience for all stakeholders.

The content of this Handbook will be shared with all students, parents, faculty, and councils associated with district and school teams, in language that is understandable to the audience, **in various formats** through ~~multiple media and sensory platforms~~, and in writing when requested by an individual, to ensure that a common understanding is established for the education of our children and youth.

Section 3 – Student Rights and Responsibilities

It is the intent of this document to help students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the entire school community. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which the principal is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

3.1 – School Participation

Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed.

Student Rights	Student Responsibilities
To be informed of School Board policies and individual school rules regarding absenteeism and tardiness.	Take advantage of their educational opportunity by attending all classes daily and on time.
To appeal a decision pertaining to an absence.	To provide the school with an adequate explanation and documentation indicating the reason for an absence.
To make up class work within a prescribed length of time in case of an excused absence.	To request the make-up assignment from their teachers upon their return from an excused absence and to complete the work within a reasonable length of time as determined by school board policy (1 day per each day of absence).

Clay County District School employees are not responsible for supervising students who arrive on school property 30 or more minutes before school or a school-sponsored activity is scheduled to begin. Further, Clay County District School employees are not responsible for supervising students who remain on school property 30 minutes or more after school ends, or 30 or more minutes after a school-sponsored activity ends.

3.2 – Learning Experiences and Outcomes

Active involvement in the learning process is critical to academic success, and is a complex interaction between age, maturity, ability, and personal commitment. For all learners, the level of engagement with the material and the experiences will be reflected in grades and assessments.

Student Rights	Student Responsibilities
To have equal educational opportunity with regard to academic programs and extracurricular activities.	To pursue participation in academic programs and extracurricular activities of interest and that are commensurate with ability.
To be informed of district curriculum course descriptions that will facilitate informed choices.	To actively pursue assistance from qualified school staff with course selection that is consistent with ability and program of study.
To receive instruction in courses of study under competent instructors and in an atmosphere free from bias and prejudice.	To cooperate fully and exert every effort to achieve mastery at the highest level possible.
To receive access to instructional materials and resources for the subject(s) they are studying.	To take care of instructional materials/resources issued to them and to pay for lost or damaged instructional materials.*
To receive and have explained to a teacher’s grading criteria at the beginning of each year long or semester course.	To become informed of the grading criteria and any updates to grading rubrics.
To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.	To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

*Florida Statutes 1006.42(1): Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials, and shall pay for such loss, destruction, or unnecessary damage as provided by law.

3.4 – Freedom of Speech and Expression

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Rights	Student Responsibilities
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To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous.	To respect the rights, property, and beliefs of other individuals, to express disagreement in a manner which does not infringe upon the rights of others, and does not interfere with the orderly educational process.**
To not be subject to disciplinary action because of use of a language other than English if the student has limited English proficiency.	To act in a manner which preserves the dignity of patriotic observances.
To affirm their identity with the American ideals as allowed and encouraged by state law.*	To respect the religious beliefs and observances of others.
To refrain from any activity which violates the precepts of their religion.	To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.
To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with school district guidelines.	

*Pursuant to [F.S. 1003.44](#).

**Pursuant to [School Board Rule 4.04](#) and [F.S. 1006.07\(2\)\(c\)](#).

3.4 – Privacy and Property Rights

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school’s responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution).

Student Rights	Student Responsibilities
To maintain privacy of personal possessions unless school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy.	To not carry or conceal any such material that is prohibited by law or would detract from the educational process.
To attend school in an educational environment in which personal property is respected.	To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to such property.
To be informed of state laws governing the search of personal effects while on school property, including lockers, backpacks, purses and gym bags.*	To accept the consequences for content stored within an assigned locker or other storage device.*

*Pursuant to [F.S. 1006.09\(9\)](#), school officials may conduct a warrantless search of a student’s locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

3.5 – Student Executive Officers

Effective student associations are the forums for the training and involvement of students in the democratic process, and promote the ideals of shared governance, respecting differing opinions, and engaging productive

discourse with one another. Members of the school community share the responsibility for shaping such associations into positive instruments for student involvement.

Student Rights	Student Responsibilities
To form and operate executive officers within student groups under the direction of a faculty advisor.	To elect student executive officers and representatives in student groups who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
To seek an executive office in student government or other student organization regardless of race, sex, color, creed, or political beliefs.	To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
To attend, as a student executive officer or representative, official student group meetings upon approval of such meetings by the school principal.	To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

3.6 – Student Publications

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body. **Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.**

Student Rights	Student Responsibilities
To possess, post, and distribute forms of literature that are not inherently disruptive to the school program through means such as, but not limited to, newspapers, magazines, leaflets, pamphlets, and online forums.	To use only those bulletin boards or wall areas designated for use by students and student organizations, and accept responsibility for the effect that the posting might have on the normal activities of the school.
To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators.	To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write, and observe the normal rules for responsible journalism under the guidance of the faculty advisor.

3.7 – Pledge of Allegiance Notice

Pursuant to [F.S. 1002.20\(12\)](#), students have the right not to participate in reciting the pledge. Upon a written request by his or her parent, a student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

3.8 – Role of Home, Student, and School

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

Parents or Guardians Who:

1. assume responsibility for their child's behavior.
2. maintain regular communication with the school and encourage their child to maintain acceptable behaviors specific to their home, community, and a public school learning environment.
3. ensure that their child is in daily attendance, and promptly report and explain an absence to the school. provide their child with the resources needed to complete class work.
4. assist their child in developing grooming habits consistent with a school environment.
5. bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
6. discuss report cards and work assignments with their child.
7. maintain up-to-date contact information and addresses at the school, including medical provider and hospital preference.

Students Who:

1. attend all classes daily, and arrive on time.
2. are prepared to come to class with appropriate working materials.
3. are responsible for their own work and actions.
4. are responsible for delivery of written communications to their parent/guardian.
5. are respectful to all individuals and property.
6. refrain from profane or inflammatory statements.
7. maintain grooming habits appropriate for a school environment.
8. abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner.

Schools That:

1. provide high quality instruction for all students.
2. encourage the use of good guidance procedures. counseling services for educational and personal improvement.
3. maintain an atmosphere conducive to good behavior provide and maintain a safe atmosphere that encourages good behavior and learning for all students.
4. exhibit an attitude of respect for students.
5. plan a flexible curriculum to meet the needs of all students.
6. promote effective training and discipline based upon fair and impartial treatment of all students.
7. develop a positive working relationship among staff, students, and community partners.
8. encourage the school staff, parents and students to use the services of community partners.
9. encourage parents to maintain regular communication with the school and participate in its affairs.
10. seek to involve students in the development of district policy.
11. inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

3.9 – Student-Led Organizations

Student-led organizations are permitted in secondary schools, and such organizations are allowed to meet on school premises during non-instructional time, as designated by the school principal. Students wishing to establish an organization shall work with their school and within district policy. Membership in all student organizations shall be on a voluntary basis and only open to students currently enrolled in the school at which meetings are to be held. Student organizations shall not engage in any activity which is contrary to law, district policy, or school rules.

3.10 – Student Activities, Athletics, and Extracurricular Activities

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well. All members of the school community share the responsibility for organizing and supporting clubs and activities that meet student needs and serve definite and worthwhile purposes.

3.11 – Rules for Student Activities and Clubs

1. Clubs and activities must be open to all qualified students.
2. Clubs cannot interfere with school activities and School Board policies must be followed.
3. Clubs must have a charter and a constitution that state the membership qualifications and the rules of conduct (written by both students and teachers, be approved by the administration, and be kept on file so that all students, parents, and school personnel may read them).
4. Local chapters of national organizations whose charters are prescribed are exempt from the requirement that they must be written by both students and teachers.
5. Clubs must have a faculty sponsor approved by the administration; this sponsor must be at all meetings/events and with chaperones when appropriate.
6. Club members cannot be hazed pursuant to School Board Policy 4.11 and F.S. 1006.135(1). Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. Students are always encouraged to talk to parents and school administrators about any activity in which they are made to feel uncomfortable. Demeaning or dangerous activities are not necessary to be a part of a team or group.
7. Club dues must be reasonable.
8. Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
9. Club money must be handled through the school's internal accounts system.

NOTE: [Florida Statute 1006.14](#): Secret societies prohibited in public K-12 school states that (1) It is unlawful for any person, group, or organization to organize or establish a fraternity, sorority, or other secret society whose membership is comprised in whole or in part of students enrolled in any public K-12 school or to go upon any public K-12 school premises for the purpose of soliciting any students to join such an organization.

A student not currently suspended for interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district's suspension or expulsion authority provided in law is eligible to participate interscholastic extracurricular activities pursuant to [F.S. 1006.195\(1\)](#).

Per [F.S. 1006.09\(2\)](#), if a student is convicted of, or is found to have committed a felony or a delinquent act, including an off-campus incident which would have been a felony if committed by an adult, the student's eligibility in interscholastic extracurricular activities is contingent upon local administration policy, regardless of whether or not adjudication is withheld.

Students who participate in interscholastic extracurricular activities for, but are not enrolled in a district public school, are subject to the district's code of Student Conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

All junior high students must have a 2.0 on a 4.0 GPA scale at the conclusion of each semester. A high school student must have a cumulative 2.0 GPA on a 4.0 unweighted GPA scale at the conclusion of each semester.

Students are limited to four years of athletic eligibility upon entering high school.

The Florida High School Athletic Association continues to retain jurisdiction over eligibility rules dealing with recruitment violations and sanctions against students.

Section 4 – Equal Opportunity: Prevention of Discrimination, Harassment, and Bullying

4.1 – Notice of Non-Discrimination

Notice of Non-Discrimination and Procedures for Handling Allegations of Possible Discrimination within Clay County District Schools - Employment and Programs

~~Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status. The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations. The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.~~

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

1. ~~Guidance~~ **School** Counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.
2. Criteria for admission to programs and courses do not have the effect of restricting access.
3. Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board ([6GX-10-1.06](#)) relative to Non-Discrimination states the following:

DISCRIMINATION ON THE BASIS OF RACE, RELIGION, COLOR, SEX, MARITAL STATUS, AGE, NATIONAL ORIGIN, PREGNANCY, OR DISABILITY IS PROHIBITED IN THE EMPLOYMENT OF PERSONNEL IN THE PROVISION OF EDUCATIONAL PROGRAMS AND IN THE CONDUCT OF THE BUSINESS AFFAIRS OF THE CLAY COUNTY SCHOOL SYSTEM, AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED PATRIOTIC GROUPS.

(Ref. F.S. 760.10; F.S. 760.50; Federal Civil Rights Acts title VI, VII, IX; Section 504F. Rehabilitation Act, 1973-78; IDEA, ADEA; Equal Pay Act; Americans with Disabilities Act)

The procedures outlined below shall be used for the processing of allegations of possible discrimination.

1. All such allegations should be discussed initially on an informal basis with the school principal, supervisor or appropriate division head directly responsible for the area of concern. Such discussion should be held within ten (10) days of alleged incidents(s) if possible.
2. In addition, each school has a school-based Title IX Coordinator, which is listed under each school's webpage under the administration tab. A compiled list can be found on the [District's Title IX webpage](#). Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the attention of the Title IX Office.
Title IX Office
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6919
3. Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the attention of the following office:
Coordinator of Student Engagement
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-5000
4. Any **Human Resources** matter not resolved by the school principal or division head to the satisfaction of the aggrieved party shall be referred to the attention of the following office:
Assistant Superintendent for Human Resources
School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6701
5. All complaints of discrimination or harassment shall be investigated fully and all person(s) involved shall be questioned. The aggrieved party may be required to appear in person to answer questions.
6. Such investigation shall be initiated within fifteen (15) days of receipt of the complaint. If an extension of the timelines is deemed necessary, the aggrieved party shall be notified of such extension prior to the end of the fifteen (15) days.
7. Retaliation against any person who makes a complaint pursuant to this policy, or who participates in any investigation initiated pursuant to this policy, will not be tolerated. Any employee who engages in such retaliation shall be subject to disciplinary action up to and including termination.

4.2 – Discrimination/Harassment

Discrimination is defined as treating a person of a particular group differently based on their protected class characteristic. Harassment is defined as verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of the person's protected status and has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassing conduct includes epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on the district's premises or circulated by e-mail, phone (including voice messages), text messages, social networking sites, or other means. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

It shall be a violation of District policy for any student, teacher, administrator, or other district personnel to harass a student or adult through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

Examples of conduct that may constitute harassment based on race, color, sexual orientation, or national origin, include:

1. graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
2. name calling, jokes, or rumors
3. threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
4. racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin
5. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person's race, color, sexual orientation, or national origin
6. other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment based on a disability consists of verbal or physical conduct relating to an individual's physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct that may constitute harassment because of a disability include:

1. graffiti containing offensive language derogatory to a person because of their physical or mental disability
2. threatening or intimidating conduct directed at another because of that person's physical or mental disability

For additional information, please refer to District Policy Rule 1.11.

4.3 – Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal, or visual conduct of a sexual nature in the workplace. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

All public schools receiving any federal funds must also comply with Title IX of the Education Amendments of 1972. A school has a responsibility to respond promptly and effectively to a claim of sexual harassment or sexual violence. Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination but all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

4.4 – Bullying

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or would be reasonably assumed to cause harm. Bullying is prohibited against any student for any reason, including but not limited to, any such behavior that is directed toward a student on the basis of academic performance, or against whom federal and state laws prohibit discrimination.

To guide the investigation of alleged bullying, three key elements must be present in order to fall into the Substantiated Bullying category. This includes behaviors that are repeated, or could be reasonably repeated, intentional, and reflect a power imbalance between the individual engaged in bullying behavior and the one being bullied.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. Cyberbullying is a specific form of bullying using technology to hurt, harm or humiliate another individual or group.

4.5 – Reporting Discrimination, Harassment, and Bullying

If you feel you have been a victim of, or witness to, discrimination, harassment, or bullying, report it immediately. Retaliation for reporting is not tolerated. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or report of harassment/bullying/hazing and the investigative procedures that follow. The following actions are encouraged in reporting this behavior:

1. Students are always encouraged to report the complaint directly to a teacher, school counselor, school administrator, or parent.
2. If a student or other person familiar with the situation would like to submit a report anonymously, they may call the Bullying Hotline at (904) 336-6799.
3. If the accused is a district employee, the student or parent should contact Human Resources at (904) 336-6706.

4. If the accused is an adult not employed by the school district, the student or parent should contact the school principal.

4.5.1 - Procedures for Investigating Accusations of Harassment and Bullying

1. When a report is made, the school principal will notify the parents of both the student(s) accused of bullying and the student(s) that has been allegedly bullied within 48 hours. This notification will include a description of the accusation and the process for investigation that will take place, along with a timeline of action.

It is expected that a thorough investigation will require more than one day but will be completed in a timely manner. It must review more than a single incident to be considered bullying behavior but not for harassment or hazing.
2. The principal will designate a staff member that can remain neutral to lead the investigation.
3. All interviews of students and adults will be documented and uploaded into the SIS referral system. All interviewees should be prepared to give as much detail as possible regarding who, what, when, where, and how the behavior allegedly occurred.
4. The School Counselor will be notified within 48 hours of the report in order to meet with the student(s) that was harassed, bullied, or hazed, to determine their counseling needs.
5. Collection and evaluation of facts will include:
 - a. the nature of the behavior
 - b. how often the behavior occurred
 - c. past incidents or past continuing patterns of behavior
 - d. relationship between the parties involved, including any positions of power one may have over another
 - e. race, national origin, sex, disability (if any) and age of the person being harassed or bullied
 - f. identity of the student(s) bullying others
 - g. locations of all incidents
 - h. impact on educational progress and educational environment
 - i. context in which the alleged incidents occurred
6. Once an investigation is completed, information and findings are entered into the SIS and appropriate actions are taken regarding student discipline per this Code of Student Conduct and supports put in place for all individuals involved.
7. The principal will notify the parent of the student being harassed or bullied of the Hope Scholarship program within 15 days of the initial report and provide them with requisite paperwork for submission to the state.

A maximum of 60 school days shall be the limit for the initial filing of incidents that fall under the Federal guidelines for harassing behavior and completion of the investigative procedural steps.

4.5.2 - HOPE Scholarship

Section 1002.40, Florida Statutes, was ~~were~~ established in last year's legislative session and provides the parent of a public school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section [1002.40\(3\), F.S.](#), an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent and investigate the incident to determine if the incident must be reported as required by

~~[1006.09\(6\) F.S.](#) Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent of the alleged offender and to the superintendent.~~

~~Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent of the program and offer the parent an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding."~~

Please go to the [FLDOE website](#) for more detailed information.

Section 5 – Attendance

5.1 – Compulsory School Attendance

~~Regular school attendance is a necessary part of a student's education. Excessive absences impair a student's educational progress, impacts whether the student passes or fails a class or grade, and may result in court proceedings and/or the loss of driving privileges. Florida Law ([Section 1003.21, Florida Statutes](#)) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent or legal guardian. [F.S. 1003.21\(1\)\(c\)](#).~~

~~Florida law ([Section 1003.26, Florida Statutes](#)) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. The responsibility includes:~~

- ~~1. Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.~~
- ~~2. Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.~~
- ~~3. Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.~~
- ~~4. Track excused and unexcused absences.~~
- ~~5. Identify and refer students who may be developing a pattern of nonattendance to the school child study team for intervention services.~~
- ~~6. Schedule a meeting with certain identified parents to discuss their child's attendance.~~
- ~~7. Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.~~
- ~~8. Send a notice to the superintendent of schools and to the district home education contact regarding patterns of nonattendance for specific students.~~
- ~~9. Refer habitual truancy cases to the case staffing committee and/or child-in-need-of-services provider for assistance.~~

5.2 - Absences/Truancy

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. **One of the greatest indicators of success is simply showing up on a daily basis.**

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

All elementary, middle and high school students who are absent will be marked "unexcused" (U) until the parent/guardian notifies the school in writing and justifies the absence with one of the acceptable reasons as defined below.

1. Failure to do so within three (3) school days may cause the absence to be recorded as "unexcused".
2. In the case of excessive or extended absences, which are claimed to be due to illness, upon request of the principal or designee, a parent must provide documentation (doctor's statement) of a student's illness.
3. Excessive or extended absences are considered five (5) in one grading period, ten (10) in one semester or twenty (20) in a calendar year, or a history of excessive absences per period. Absences that meet this threshold as defined above will require a doctor's note. The principal of the school shall determine when it is necessary to require a doctor's note from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.

Reasons for acceptable (**excused**) absences include but are not limited to:

1. Scheduled doctor or dentist appointments.
2. Illness of the student.
3. Major illness in the immediate family of the student (immediate family is determined as parents, brothers, sisters, grandparents, aunts, uncles, legal guardians or persons "in loco parentis," or a member of one's own household)
4. Death in the immediate family of the student.
5. Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent (FS 1003.24(3)).
6. Religious holiday of the student's faith
7. Religious instruction
8. Religious institutes, conferences, or workshops, provided that the principal or designee approves the absence in advance.
9. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
 - a. The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
 - b. The student's grades/academic progress is insufficient to allow for the student's promotion or graduation.
10. Absences due to head lice will be excused. However, once a student has accumulated 10 absences during a school year due to head lice, the school will refer the case to the School Social Worker for family support and appropriate intervention, including a possible referral to the Truancy Arbitration Program through the State Attorney's Office. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.

11. Subpoena or forced absence by any law enforcement agency, a copy of the subpoena or court summons must be submitted to the school.
12. For purposes of attendance, school related activities would not be counted as absences from school.
13. Issues and occasions specific to military families

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

1. The absence was without the parent/guardian's knowledge or consent.
2. Permission for the absence was requested but denied by the principal of the student's school.
 - a. This could include the following:
 - i. Shopping trips
 - ii. Pleasure trips
 - iii. Suspension
 - iv. Appointments without prior approval
 - v. Truancy
 - vi. Other avoidable absences

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

For additional information, please refer to [District Policy Rule 4.01](#).

5.3 – Make-Up Work

It is essential that students absent from school make up work missed. It is the responsibility of the student and the family to initiate requests for, and to pick up, make-up work on the day the student returns to class from an excused absence. All work missed from an absence can be made up within 24 hours for 100% credit. For example, if a student misses three days, they have three days to complete missing assignments for full credit.

5.4 – Senior Attendance Policy

Students must be in attendance for at least 90% of their total possible class periods during their senior year of high school to participate in commencement ceremonies. Once all attendance is recorded and verified, the rate of attendance will be pulled from the Student Information System.

This is not an excused/unexcused absence policy; it is an attendance policy. The type of absence does not matter with the following exceptions:

1. doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary
2. subpoenas to court
3. bereavement time for an immediate family member
4. participation in a school-sanctioned activity
5. pre-approved college visits documented by email or regular mail correspondence
6. parent approved absence from school

It is the student's responsibility to bring verification from the doctor, parent or court for an exception; otherwise the absence will count against the policy. Verification must be supplied within three school days following the absence.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

5.5 – Truancy

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

Absence by a student shall create a strong presumption that the student has failed those subjects or courses in which they are enrolled during that period

1. For the school year Twenty (20) or more days .
2. For semester courses, ten (10) days shall apply;
3. For individual grading periods, five (5) days shall apply.

Such a presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance **School Counselor**, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

5.6 – Attendance Requirements for Minors to Maintain Driving Privileges

Florida law requires that minors who fail to satisfy attendance requirements will be ineligible for driving privileges. The School District is required to notify the Department of Highway Safety and Motor Vehicles of the following:

1. Students ages 14-18 who accumulate fifteen (15) unexcused absences, not including out of school suspensions, in a ninety (90) calendar-day period.
2. Students between the ages of 16-18 who have signed a declaration of intent to terminate school enrollment.
3. Students ages 14-18 who are expelled.
4. Students ages 14-18 who did not enter school and for whom the school has received no indication of transfer to another educational setting.

These students may not be issued a driver's license or learner driver's license. Also, the Department of Motor Vehicles shall suspend any previously issued driver's license or learner driver's license of any such minor pursuant to Florida Statute 322.091. In order to have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.

Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted [322.091 F.S.](#) relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education. In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance.

Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Florida Department of Highway Safety and Motor Vehicles. ([F.S. 1003.27\(2b\)](#)). Parents and students will need to contact the school district at (904) 336-9639 for detailed information regarding reporting, reinstatement, and appeal procedures.

For additional information, please refer to [District Policy Rule 4.53](#) and [322.091 F.S.](#)

5.7 - McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. Local school districts must appoint Local Education Liaisons to ensure that school staff are aware of these rights, to provide public notice to homeless families (at shelters and at school) and to facilitate access to school and transportation services. Contact information and eligibility documents can be found at [Project REACH](#).

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures the following:

- Students who are experiencing homelessness or are in housing transitions due to hardships have transportation to and from school free of charge, when in the best interest of the student.
- It allows students to attend their school of origin (last school enrolled or the school they attended when they first became homeless) regardless of what district the family resides in, when in the best interest of the student.
- It further requires schools to register students experiencing homelessness even if they lack normally required documents, such as immunization records or proof of residence.
- Local school districts must appoint Local Education Liaisons to ensure that school staff know these rights, provide public notice to families experiencing homelessness (at shelters and school), and facilitate access to school and transportation services.
- Contact information and eligibility documents can be found at [Project REACH](#).

Section 6 – Student Conduct

It is the belief of the Clay County District Schools that teachers and students deserve school environments that are safe, nurturing, and conducive to education and development. Creating a positive school/classroom climate while decreasing student time spent outside of the classroom now requires close attention to the social and emotional needs of the student as well as the behavioral intent. In the event that the school or classroom discipline has been disrupted to a level where a school must take action, the following information outlines the steps and the powers that the District will and must take.

6.1 - Academic Honesty

Clay County District Schools recognizes the importance of promoting a learning environment, whether traditional or distance learning, that values academic honesty. In order to foster ethical behavior among students, it is critical to educate all students regarding the characteristics of academic integrity. When engaged in learning activities, students should demonstrate the discipline necessary to seek guidance from their instructor rather than resorting to inappropriate behaviors that may undermine their own academic and personal development. This is a shared responsibility of all students, families, teachers, and staff.

6.2 – Dress Code

Responsibility for the dress and appearance of students generally rests with individual students and their families. Students may wish to express themselves by the manner of their dress and appearance; however, students shall not wear clothing or affect an appearance at school or school-sanctioned activities or events that are or may be disruptive to the educational environment. Clay County District Schools standards on student attire are intended to help students focus on schoolwork, reduce discipline problems, and improve school order and safety. Subject to approval, principals, working with their school community, may establish additional specific standards for their schools. Any such standards must be published and distributed to families.

Dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb: if there is a question about whether an outfit would be acceptable, choose a different outfit. Ultimately, school leadership reserves the right to determine if the dress code is being violated.

The following guidelines are to be followed:

1. All students shall be properly groomed and attired appropriate to the activity when on school property or participating in school-sponsored events.
2. Students should have a school ID in their possession while on campus, and present their school ID to staff upon request.
3. Students shall be dressed so they will not present a clear danger to health and safety. Clothing should be tailored in such a manner that because of fit, design, color, texture, or inadequate coverage of the body does not create a classroom or school disruption as determined by administration, or expose inappropriate areas of the body while in normal activity.

Permitted Apparel:

1. Shorts, dresses or skirts should come to the middle thigh or longer. If leggings are worn with the above mentioned clothing items, then the top layer of clothing (shorts, dress, skirt, etc.) MUST come to the middle thigh or longer.
2. Pants and shorts should be worn at the waistline without the necessity of support whether a shirt is tucked in or out and fastened at the top closure. Belts will be buckled at all times if worn.
3. Jeans/pants that have frays/holes above the middle thigh must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
4. Shirts must cover the shoulder and not expose undergarments in any manner or any part of the torso.
5. The neckline of a shirt must limit exposure of the body.
6. Footwear of some type must be worn at ALL times.

Non-Permitted Apparel:

1. Apparel or personal items may not have imagery regarding drugs or alcohol, indecent remarks, tobacco slogans or advertisements, or display violence or sexually suggestive imagery.
2. Sleepwear, such as bedroom slippers, pajamas, etc.
3. Tank tops, halter tops, muscle shirts, tube tops, spaghetti straps, mesh/see-through shirts, sheer-tops or bottoms.
4. Head coverings -unless approved by the administration.
5. Any apparel or accessory determined by administration to present a safety hazard for the student or the school. (ski masks, gaiters or other face coverings and sunglasses unless permitted outside of buildings or medically necessary)

Disciplinary action for violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, or school sanctioned activity or event. An administrator will determine the suitability of attire in question as it reflects the spirit of the dress code policy. Students found to be in violation of dress code policy will have the following options; 1) change into appropriate school provided dress for the remainder of the day, 2) change into their own appropriate dress for the remainder of the day, or 3) be assigned to the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student. At the discretion of the building level administrator, a family conference may be held. More serious consequences may result from repeated or serious violations.

For additional information, please refer to [District Policy Rule 4.03](#).

6.3 – Student Use of the Internet

The Internet and related electronic instructional resources are used in schools to support student learning and distance learning. The use of these resources are for educational purposes only when on district property, at district or school sanctioned activities or events, when students are being transported in vehicles dispatched by Clay County District Schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. Teachers and school administration determine use of the Clay County District Schools Instructional Network based on educational goals of the school and classroom, and may determine to limit access. Students are encouraged to use the network to do homework, class-related research, and class work when appropriate. Students should not use this network for music, gaming, or non-educational video streaming. In compliance with the Child Information Protection Act (CIPA) requirements, this network will be monitored. Clay County District Schools accept no responsibility associated with loss, damage, or theft of a device connected to the network.

6.4 – Wireless Communication Devices

The School Board is aware that parents and students use Wireless Communication Devices (WCDs) (laptops, chromebooks, tablets, smartphones, smartwatches, bluetooth devices (to include earbuds), etc.) to communicate with each other. However, the use of wireless communication devices on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

Possession of a WCD by a student at school during school hours and/or during extracurricular activities is a privilege that may be forfeited by any student who fails to abide by the terms outlined in the Code of Conduct, or otherwise abuses this privilege.

Taking audio recordings, photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this rule are:

1. Taking photos or video for reproduction in a school sponsored publication.
2. Taking photos or video during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event.
3. Taking photographs or video with the permission of the school administration.

Publication on any internet site or social media platforms of any audio recordings, photographs, videos or images taken in violation of the rules listed above or recording fights or similar events is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary action.

All Students

1. Students may have a **wireless communication** ~~an electronic device~~ on school property, **unless this privilege has been revoked.**
2. Students may NOT use a **wireless communication device** during instructional time, **except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communication devices during instructional time.** ~~(HB 379) their electronic devices during instructional time for any reason. If School Issued Technology is not available, Wireless Communication Devices may be used if the following criteria are met:~~
 - ~~a. It is approved by school administration~~
 - ~~b. It is under the guidance of school staff~~
 - ~~c. It is used only for educational purposes~~
 - ~~d. Otherwise, the electronic device must be silenced or powered off AND out of sight once students enter the classroom.~~
3. Students may not use an electronic device in areas considered personal space (i.e. - bathroom, locker room) and other areas designated by Administration.
4. Students may not use their Wireless Communication Devices to accept or make phone calls or video conferencing during school hours unless instructed to do so by Administration/School Personnel.

Secondary High School Only

Students may use an electronic device **outside of school hours** ~~before and after school~~, during lunch break, ~~transitions between classes~~, at school related functions **as determined by school administration**, and extracurricular activities as long as the electronic devices are not audible. (cannot be heard by others)

***Use of a Wireless Communication Device during standardized testing is prohibited and can cause the student's test to be invalidated.

*****Bannerman Learning Center and other alternative programs in the district will have site specific regulations regarding the use of wireless communication devices.**

6.5 – Student Conduct on a School Bus

The privilege of students to ride a school bus is contingent upon following the expectations outlined in this handbook. The driver of the school bus shall be in complete charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. After due warning has been given to the student and/or families, the privilege of riding the bus may be withheld from the student. Violation of district policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

The Clay County District Schools have jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [\[F.S. 1006.10 \(3\)\]](#) Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are en route to or from the school bus stop. Other responsibilities of parents of transported students include (exerted from [F.A.C. 6A-3.0121](#)):

1. To ensure the safe travel of students to and from school including to and from the assigned bus stop.

2. To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made and documented by the district..
3. To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
4. To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

We believe that all pupils can behave appropriately and safely while riding the school bus, and as such we will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established:

1. Arrive at the bus stop ten (10) minutes prior to the scheduled pick up time.
2. Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.
3. Wait until the bus comes to a stop before attempting to get on or off the bus.
4. Enter and leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
5. Leave the bus only with the consent of the driver.
6. Be silent when approaching or crossing railroad tracks.
7. Keep the aisle and stepwell clear at all times.
8. Do not tamper with door handles, windows, and other safety equipment at any time.
9. Do not use wireless communication devices, or electronic devices. Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students. Do not use wireless communication devices except in an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Large Objects on the School Bus: Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras: School buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

NOTE: Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

6.6 – Student Conduct in the Restroom

The restroom is a place on campus with an expectation of privacy. Students should not perform any action, engage in any behavior, or promote behavior in others which could result in the loss of privacy, or the dignity, of any individual. In order to promote the safety and welfare of all students, the following restroom procedures are to be followed within Clay County District Schools:

1. Students shall make every effort to maintain the cleanliness and effective working order of the restrooms.

2. Students may not loiter, or use the restroom as a place to socialize. At no time should more than one person be in a restroom stall.
3. Students may not utilize recording devices of any kind while in the restroom – including but not limited to, cell phones, audio recording devices or cameras.
4. Students may only utilize the restroom which corresponds to their biological sex assigned at birth.
5. Upon request through the school administration, students may be provided access to single-use restroom facilities.
6. A student should exit the restroom immediately if they observe others engaged in actions that violate school policy, or procedures of conduct. At their earliest opportunity, they should report the behavior to a staff member.

6.7 – Parking /Vehicle Rules

All parking areas are the property of Clay County District Schools. The parking of a student's vehicle on campus is a privilege granted by the Clay County District Schools upon availability of parking, Written consent from parent/guardian, purchase of a parking decal at the school of attendance, and written agreement to comply with the Student Code of Conduct. The Clay County District Schools regard the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students to care for school property, in the observation of safety rules, and in the display of courtesy and consideration toward others. Students who violate school parking rules may have their parking decal revoked and/or are subject to disciplinary action that may result in loss of privileges, suspension, alternative disciplinary placement, or expulsion from school. Searches of motor vehicles on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

6.8 – Youth Gang Membership

Students are not allowed to form or participate in groups virtually or in person which threaten, frighten or harm other students. Such groups, when they become known by school and district authorities, may be considered a gang. These groups generally have common names, and wear common colors, jewelry, signs or clothing. Students are encouraged to alert an adult if such activity or groups become known to them.

6.9 – Zero Tolerance Rule

[Florida Statute 1006.13](#) mandates that “each district school board shall adopt a policy of zero tolerance for crime and substance abuse...and victimization of students...” whenever and wherever students are under the jurisdiction of the school district. The law requires that expulsion be recommended for any student at school or at a school-related function that was determined to have had possession of a firearm or weapon as defined in [Chapter 790](#), or any student making a threat or false report as defined by state statutes [790.162](#) and [790.163](#).

Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under [Chapter 790](#) or s.[1006.13](#). Simulating a firearm or weapon while playing includes, but is not limited to:

1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.

4. Using a finger or hand to simulate a firearm or weapon.
5. Vocalizing an imaginary firearm or weapon.
6. Drawing a picture, or possessing an image, of a firearm or weapon.
7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

A student may be subject to disciplinary action if simulating a firearm or weapon while playing that substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student including referral to the criminal justice or juvenile system, must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions. **Actions could result in a potential threat assessment that could result in disciplinary action/consequences.**

In fulfilling this statutory requirement, we have incorporated the specified legal definitions into the language of the Code of Student Conduct. Regardless of language to the contrary in federal or Florida Law, possession of a firearm, electric weapon or destructive device on the property of any school, school bus, or school bus stop is prohibited. This prohibition includes firearms in motor vehicles parked in parking lots, or anywhere on any school property.

Certain disruptive behavior(s) will be reported to law enforcement authorities as defined by the state SESIR codes. A referral by law enforcement to the criminal justice or juvenile delinquency system must be made on all violent acts noted below and weapon charges as defined in the [Gun Free School Act of 1994](#) & [F.S.790.115](#). The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any weapon described above.
3. Any firearm muffler or firearm silencer.
4. Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device.
5. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
6. Any Firearm.
7. Any weapon as defined in [Florida Statute 790.00 \(13\)](#).

Incidents defined in the next section of this Handbook will be reported and may result in criminal prosecution. If the infraction involves a victim, the school shall notify the victim and parents, if a minor, of the infraction and the victim's right to press charges against the offender. The Clay County District Schools will take all steps necessary to protect the victim of any violent crime from any further victimization. Florida law prohibits any student that commits any of the felony offenses specified by [s.985.455\(2\)](#), against another student from attending school with, or riding the same school bus as, the victim or any sibling of the victim. All school personnel will be made aware of the Student Victimization and Zero Tolerance Rule [F.S. 1006.13](#).

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident Reporting (SESIR) and receive the most severe consequences provided for by School Board Policy.

THE DISTRICT MAY ASSIGN MORE SEVERE CONSEQUENCES THAN NORMAL WHEN THE STUDENT APPEARS MOTIVATED BY HOSTILITY TOWARD THE VICTIM'S REAL OR PERCEIVED RACE, RELIGION, COLOR, SEXUAL ORIENTATION, ETHNICITY, ANCESTRY, NATIONAL ORIGIN, POLITICAL BELIEFS, MARITAL STATUS, AGE, SOCIAL AND FAMILY BACKGROUND, LINGUISTIC PREFERENCE, DISABILITY, OR WHEN THE OFFENSE IS DETERMINED TO BE GANG- RELATED.

Section 7 – Student Accountability, Discipline, and Misconduct

Self-direction and personal responsibility are goals of Clay County District Schools. Students must be accountable for their actions, and CCDS recognizes that effective student discipline is a major contributor to the creation of a positive and productive learning environment for all students. In accordance with state law, CCDS uses this student/parent handbook as a written code of conduct, based upon the principle that every student is expected to follow accepted rules of conduct and show respect for persons of authority. Certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. Clay County District Schools uses proportionate disciplinary action and/or restorative practices to keep students engaged in learning.

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes, on school grounds, and at school sponsored events.

1. Establish classroom rules of conduct that includes positive reinforcement of desired behaviors.
2. Establish and implement consequences, designed to modify undesired behavior.
3. Methods may include:
 - a. monitoring student behavior through short-term progress reports.
 - b. conferences and/or contracts between administrators, parents, teachers, and students.
 - c. referrals to school or district services, e.g., school social worker, school counselor, and/or district mental health therapist, etc.

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

1. A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into three categories: the offense, disciplinary actions, and restorative practices. Administrators may choose the discipline for each event.
2. It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.
3. Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling

conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

7.1 – Hearing Office

The Student Hearing Office is designed for circumstances that warrant District-level review of intervention beyond a school administration decision. This is the case for zero-tolerance infractions, as well as school-based decisions that a parent wishes to appeal.

Hearings will be conducted pursuant to Florida Statutes [1006.07\(1\)\(a\)](#) and [1006.08\(1\)](#). Suspension hearings are exempted from provisions of Ch. 120 F.S. Expulsion hearings shall be governed by F.S. 120.57(2) and are exempt from F.S. 286.0111.

Florida Statute [1003.32\(4\)](#) and [1006.09\(1\)\(a\)](#), along with School Board policies of the Clay County District Schools, give teachers and other school staff who have control and direction of students assigned to them by the principal or the principal's designee, the authority to remove students who are disobedient, disrespectful, violent, abusive, uncontrollable or disruptive to the learning environment. If the teacher requests the student not be returned to the classroom, the principal may not return the student to that teacher's class without the teacher's consent. In the event of a disagreement on the student's return to the teacher's classroom, a committee determines that such placement is the best or only available alternative.

Due Process Procedures

Students will be informed of the infraction and have the opportunity to be heard before disciplinary action. Students will be notified of the school rules that have been violated, either verbally or in writing, by an administrator or designee. Students will be given the right to present evidence or provide a list of witnesses concerning the charges. The following steps will be taken to guarantee due process:

1. Proper notification of the infraction or complaint against the student and proposed disciplinary action.
2. Explanation of evidence against the student.
3. Opportunity to present evidence and/or provide a list of witnesses on their behalf.
4. Opportunity to refute charges with an administrator/designee.

7.2 – In-School Suspension

In-school suspension (ISS) is a strategy used to discipline students for their behavior while ensuring that they continue to participate in learning activities. It consists of students being removed from their classroom environment, and spending their day or assigned time working on their class work in a designated location for these students. Adult supervision and assistance will be provided to students with their assignments and activities.

The goals and primary student outcomes of ISS are:

1. Allows students to continue with school work.
2. Gives students a "time out" to regroup and refocus.
3. Provides the student an opportunity to remediate behavioral concerns.
4. Keeps students in their school routine.
5. Makes transition back into a regular school day easier.

In-School Suspension For Students With Disabilities

Like all students, students with disabilities can be placed in ISS for violating the school's code of conduct. However, the Individuals with Disabilities Education Act (IDEA) requires schools to follow additional procedures when placing students with disabilities in ISS.

Students with Disabilities Must Be Able to:

1. **Appropriately progress in the general curriculum.** Generally, this means that the student is receiving all of their regular education assignments and that regular education teachers are involved in the setting, either through supervising it or making regular appearances there.
2. **Receive the services specified on the child's IEP or 504.** Generally this means that the student is receiving an appropriate amount of specialized instruction, supplementary aids and services, and all related services (E.g. – Speech, OT/PT, Adaptive PE, Counseling, etc.).
3. **Participate with nondisabled students to the same extent.** This means that the student is not in a setting that is exclusively for students with disabilities or that he is permitted to leave the setting to attend certain activities with nondisabled peers.

The ISS program should include both an academic and behavioral component. The behavior component should address the specific behavior for which the student is placed in ISS.

Note: The school does not have to include ISS in counting removal days if, during the suspension, it affords the student the opportunity to continue to progress in the general curriculum, receive ESE services, and participate with non-disabled peers.

7.3 – Out of School Suspension, Alternative Placement, and Expulsion

Clay County District Schools may consider the following factors to determine whether to suspend or expel a student:

1. Age;
2. Disciplinary history;
3. Eligibility as a student with a disability;
4. Seriousness of the infraction;
5. Threat posed to other students and staff; and
6. Likelihood that a lesser intervention would properly address the violation.

In matters involving student behavior which may result in the suspension or expulsion of a student, it is district policy that the family will be provided the opportunity to be involved in all such disciplinary procedures.

Out of School Suspension

A school principal may suspend a student from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Pursuant to Florida Statute 1006.09(1)(b), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

Procedures for OSS

1. Prior to suspension, the student shall be advised of why he/she is being suspended (i.e., infraction code), be provided an opportunity to refute the charges verbally or through a written statement, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
2. If the student is found to be guilty of the misconduct, determination of the suspension will be provided in writing through the notification of consequences.
3. Written notice such as a copy of the electronic referral and a notification of consequences shall be sent to the parent(s) or guardian by mail within 24 hours. All reasonable attempts to conference with the parent via phone or in person must be made during the suspension process.
4. If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
5. The school is required to provide all work assignments to be completed by the student.
6. Principal Review will be held for any student referred to the hearing office.

Appeal of Suspension/Principal Review

1. The school principal, after reviewing the case with the parent or adult student, will either affirm or adjudicate the length of suspension as originally stated in the suspension notification during a Principals review. This change shall be made on the electronic referral in the Student Information System.
2. The parent, or adult student, at the Principal's Review should be advised of his/her right to appeal the action to the Hearing Office.
3. If the parent/guardian, or adult student feels that they were not afforded due process at the Principal's Review, he/she shall appeal to the Hearing Office in writing within 3 days.
4. The Hearing Office shall review the case to rectify any procedural errors.
5. The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension.

Alternative Learning Placement

The removal of a student from the traditional educational setting to an alternative learning placement with continued educational services.

Expulsion

Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. All Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion.

Procedures for Alternative Learning Placement/Expulsion/District Hearing Office

1. Prior to a meeting with the District Hearing Office, a Principal's Review will be held to advise the student as to why he/she has been recommended for alternative learning placement and/or expulsion, be provided with an opportunity to refute the charges in a meeting with the principal or principal designee, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident leading to the recommendation.

2. The parent or adult student shall also be advised in the Principal Review of the right to appeal and be advised of the appeal procedures to the District Hearing Office.
3. Once the Principal Review is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
4. The District Hearing Office will determine if sufficient basis is found for a recommendation to an alternative learning placement or expulsion to the School Board.

In the event that a student who has been recommended for expulsion withdraws from the Clay County District Schools, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/re-registration of the student in Clay County District Schools.

Clay County District Schools will uphold and enforce disciplinary proceedings from other public school districts. A student who has been expelled from another school district, shall not be permitted to transfer, enroll, or be admitted into a Clay County District School. If a student was expelled with services or alternatively placed in another district, Clay County District Schools will uphold said expulsion or alternative disciplinary placement.

7.4 – Reports To Law Enforcement Agencies

The School Board views criminal acts committed by students to be extremely serious. In addition to School District disciplinary action, criminal acts will be reported to the appropriate law enforcement agency as outlined in the School District’s zero tolerance policy. These include:

School Districts must report the following SESIR incidents, as defined in Rule 6A-1.0017, F.A.C., to law enforcement:

- | | |
|---|------------------------------------|
| 1. Aggravated Battery | 12. Homicide |
| 2. Alcohol | 13. Kidnapping |
| 3. Arson | 14. Other Major Incidents |
| 4. Burglary | 15. Robbery |
| 5. Criminal Mischief <\$1000 | 16. Sexual Assault |
| 6. Disruption on Campus Major | 17. Sexual Battery |
| 7. Drug Sale/Distribution excluding Alcohol | 18. Sexual Offenses Other |
| 8. Drug Use-Possession excluding Alcohol | 19. Simple Battery Physical Attack |
| 9. Fighting | 20. Threat/Intimidation |
| 10. Grand Theft <\$750 | 21. Trespassing |
| 11. Hazing | 22. Weapons Possession |

School Districts must report all SESIR incidents to law enforcement where the incident includes one or more of the following related elements, as defined Rule 6A-1.0017, F.A.C.:

- | | |
|-----------------------|-------------------|
| 1. Alcohol-Related | 5. Hazing-Related |
| 2. Drug-Related | 6. Injury-Related |
| 3. Gang-Related | 7. Vaping-Related |
| 4. Hate Crime-Related | 8. Weapon-Related |

“Law enforcement action” means that official action was taken by a School Resource Officer (SRO) or local law enforcement officer in response to a SESIR incident, including but not limited to: an arrest, referral to a civil citation or similar pre arrest diversion program authorized by Section 985.12, F.S., or initiation of an involuntary examination authorized by Section 394.463, F.S.

“Reported to law enforcement” means that a school district or charter school communicated with a School Resource Officer (SRO) or other law enforcement agency or official about an incident. Reporting to law enforcement may not always result in law enforcement action being taken.

7.5 - Investigations of Suspected Student Misconduct

In order to protect the safety and welfare of students and school personnel, and to maintain order and discipline on school property or at school-sponsored activities or events, school authorities may search a student’s locker or desk and its contents, personal property, or automobile under the circumstances described in policy and may seize any illegal, unauthorized, or contraband materials.

School lockers, desks, and other storage areas provided for student use on school premises are school property and remain at all times under the ownership and control of the school. Lockers, desks, and storage areas, as well as the contents therein, are subject to inspection at any time, without notice and without cause, at the discretion of the Clay County District Schools. No student shall lock or impede access to any locker or storage areas except with a lock provided or approved by school authorities. Searches of a student’s person or personal effects such as a backpack, purse, book bag, electronic devices, motor vehicle, etc, within the school or on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person.

7.6 - Tobacco, Vapes, Drugs, and Alcohol

Clay County District Schools is committed to promoting the general health, welfare, and well-being of our school community. Consequently, it is district policy that no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, alcohol, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by CCDS or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, “illegal drugs” are all substances defined under either federal statutes as “drugs” or “controlled substances,” or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, “drugs” also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and district policy. As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal’s designee any suspected unlawful use, possession, or sale by a student of any controlled substance as defined in s.893.02; any counterfeit controlled substance as defined in s.831.31; any alcoholic beverage as defined in s.561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper school authority suspected unlawful use, possession, or sale by a student. Only a principal or principal’s designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. For tobacco violations, students may have the option to complete an alternative to suspension program, in lieu of other disciplinary procedures.

All students, families, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or family member or community member trespassed from district property.

“School property” means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons.

“Tobacco product” means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. “Tobacco product” does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. “Use” means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

7.7 – Weapons In School

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity ~~without the authorization of the school or the school district~~ is prohibited.

7.8 – Firearms

Any student who is determined to have brought a firearm or weapon (as defined in Chapter [790.115\(1\)](#), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. [790.162](#) and [790.163](#)) is automatically recommended to be expelled for not less than one full year.

The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program if in the best interest of the student and school system.

Possession of an artificial firearm is an automatic suspension and possible expulsion recommendation to the Superintendent.

7.9 – Striking or Threatening a School Board Employee

Infractions include:

1. Striking a school board employee.
2. Threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures for investigating the striking or threatening of school district employees will include, but not be limited to, the following:

1. Collect all relevant information, including witness statements.
2. Consult with law enforcement at the staff member's direction; school administration and the district Human Resources office should assist the staff member if needed in notifying CCEA or CESPAs.
3. Notify the parent of the incident; notice the family with a certified letter of principal review.
4. Issue suspension notice with recommendation for expulsion (see ESE guidelines if student is a Student with Disabilities; a ten-day recommended suspension must be addressed at the district meeting).
5. Notify the Hearing Office by sending paperwork and recommendations.
6. Recommendations may include temporary placement in an appropriate alternative setting prior to any district level hearing.
7. The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the district employee chooses to press charges, they can attend the district-wide meeting.
8. The student must attend the review meeting. Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.
9. The committee will present its findings to the Superintendent through the Hearing Office for his expulsion recommendation to the School Board.

7.10 – Discipline Action Matrix

All infractions can be paired with multiple actions as set forth in the guidelines for assessing consequences of student misconduct. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than ones stated in the guidelines if it is determined that there are mitigating or aggravating circumstances. Clay County District Schools has implemented the use of restorative practices designed to strengthen relationships. Restorative practices focus on responsibility/accountability, repairing harm, communication, and appropriate responses.

The nature of the misbehavior and the student's past disciplinary record may be considered in disciplinary action under progressive discipline. Students may be referred for mental health services as indicated by need and history. The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and investigating as necessary, the administrator will decide on disciplinary action and/or restorative practice.

Following are disciplinary actions and/or restorative practices that can be used to address student misconduct. Each disciplinary action and/or restorative practice is coded in the Student Information System (SIS) to guide the user when choosing which action/intervention to apply. ALL INFRACTIONS REQUIRE PARENT CONTACT SUCH AS A CONFERENCE. More than one disciplinary action and/or restorative practice can be used for a single incident.

It is strongly encouraged that an action and/or restorative practice is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

Level 0/Minor Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> ● Behavior Incident Tracking (BIT) ● Unsubstantiated Bullying (UBL) ● Unsubstantiated Harassment (UHR) 	<ul style="list-style-type: none"> ● Letter of Apology ● Loss of Privileges ● Time Out ● School Defined Consequence ● Warning/Verbal Reprimand 	<ul style="list-style-type: none"> ● Check In/Check Out with Identified Staff Member ● Counseling ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations

Level 1/ Minor Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> ● Dress Code Violation (DRS) ● Profanity/Obscene Language or Gesture (PRO) ● Providing False Information/Forgery (FLS) ● Skipping Class (SKP) ● Tardy (TAR) ● Violation of Classroom Rule (VCR) ● Wireless Communication Device (WCD) 	<ul style="list-style-type: none"> ● Contract ● ISS (1-5) ● Loss of Privileges ● School Detention ● School Defined Consequence ● Work Detail/School Chores 	<ul style="list-style-type: none"> ● Check In/Check Out with Identified Staff Member ● Counseling ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations

Level 2/ Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> ● Abuse of School Property - vandalism under \$1000 (ABS) ● Defiance/ Disrespect Insubordination (DEF) ● Inappropriate Conduct (IAC) ● Leaving School Without Permission (LVS) ● Low Level Confrontation Dispute/Student to Student Verbal Confrontation (DSP) 	<ul style="list-style-type: none"> ● Bus Suspension (1-10) ● Consultation ● Consultation with Law Enforcement ● Contract ● ISS (1-10) ● Loss of Privileges ● OSS (1-10) ● School Defined Consequence ● School Detention ● Work Detail/School Chores 	<ul style="list-style-type: none"> ● Check In/Check Out with Identified Staff Member ● Counseling ● FEP- Family Education Program ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice ● Student Conference ● Teach/Reteach Student Expectations

<ul style="list-style-type: none"> • Possession of Inappropriate Object (POS) • Student uses Profanity or Gesture/School Board Employee (SPE) • Stealing/Petty Theft < \$750 (STP) 		
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Level 3/Major Offenses		
Incident Description	Disciplinary Actions	Restorative Practices
<p>Local District Codes</p> <ul style="list-style-type: none"> • Felony Charges filed outside of the school (SAO) • Identity Theft (IDT) • Inappropriate Use of Technology (TEC) • Multiple Level 2 Referrals (MUL) • Room Clearing Event (RCE) • Student Confrontation/School Board Employee non physical (SCE) • Violation of Behavior Contract (VBC) <p>SESIR Violation Codes</p> <ul style="list-style-type: none"> • Bullying/ Cyberbullying (BUL) • Burglary (BRK) • Disruption on Campus - Major Disorderly Conduct (DOC) • Fighting (FIT) • Harassment (HAR) • Hazing (HAZ) • Other Major OMC • Sexual Offense SXO • Simple Battery - including school board personnel (PHA) • Tobacco (TBC) • Threat/Intimidation (TRE) 	<ul style="list-style-type: none"> • Alternative Learning Placement • Bus Suspension (1-10) • Consultation • Contract • ISS (1-10) • Loss of Privileges • OSS (1-10) • Recommendation for Expulsion with or without services • Refer to Hearing Office • Refer to Law Enforcement • School Defined Consequence • School Detention • Work Detail/School Chores 	<ul style="list-style-type: none"> • Check In/Check Out with Identified Staff Member • Counseling • FEP- Family Education Program • Letter of Apology • Parent Contact • Reflection Sheet • School Defined Practice • Student Conference • Teach/Reteach Student Expectations • Tobacco Education Program

Level 4/Major Offenses

Incident Description	Disciplinary Actions	Restorative Practices
<ul style="list-style-type: none"> ● Aggravated Battery (BAT) ● Alcohol (ALC) ● Arson (ARS) ● Criminal Mischief > \$1000 (VAN) ● Drug Sale and Distribution, Excluding Alcohol (DRD) ● Drug Use Possession, Excluding Alcohol (DRU) ● Grand Theft > \$750, including Motor Vehicle Theft (STL) ● Kidnapping (KID) ● Homicide (HOM) ● Robbery/Extortion (ROB) ● Sexual Assault (SXA) ● Sexual Battery (SXB) ● Sexual Harassment (SXH) ● Trespassing (TRS) ● Weapon Possession (WPO) 	<ul style="list-style-type: none"> ● Alternative Learning Placement ● OSS (10) ● Recommendation for Expulsion with or without services ● Refer to Hearing Office ● Refer to Law Enforcement ● School Defined Consequence 	<ul style="list-style-type: none"> ● Check In/Check Out with Identified Staff Member ● Counseling ● FEP- Family Education Program ● Letter of Apology ● Parent Contact ● Reflection Sheet ● School Defined Practice

Category Action

Parent Involvement	Parent Involvement is critical to upholding the Code of Conduct	<ul style="list-style-type: none"> ● Admin/Parent/Student Conference ● Parent Phone Call
School Defined	The School has the authority to define consequences based on the offenses	<ul style="list-style-type: none"> ● Consequence ● Restorative Practice
Restorative Practice	Restorative practices help students in taking ownership of their behavior and understanding how it affects others.	<ul style="list-style-type: none"> ● Apology Letter (required for each infraction) ● Peer Mediation ● Reflection Sheet ● Restitution ● Work Detail/School Chores
Contract	Students may be placed on a contract as a way to correct behavior	<ul style="list-style-type: none"> ● Attendance Contract ● Behavior Contract ● No Contact Contract

Detention	Students may be assigned detention as a consequence for Code of Conduct violations	<ul style="list-style-type: none"> • After School Detention • Class Detention • Saturday Detention • Silent Lunch Detention
Removal	Removal from Extracurricular Activities based on Code of Conduct Violations	<ul style="list-style-type: none"> • Loss of Privilege(s)/Extracurricular Activities
Consultation	Consultation with various departments to ensure student needs are met	<ul style="list-style-type: none"> • ESE Department Collaboration • Referral to Family Education Program • Referral to School Counselor • Referral to Hearing Office • Referral to Social Worker or Mental Health • Referral to Tobacco Education Program
Suspension	Students may be suspended from school for violations of the Code of Conduct	<ul style="list-style-type: none"> • School Bus Suspension • In-School Suspension • Out-of-School Suspension
Alternative Learning Placement	Students may be placed at the alternative school in lieu of expulsion	<ul style="list-style-type: none"> • Alternative Learning Placement
Expulsion	The School Board of Clay County must hear and vote on any case of Expulsion	<ul style="list-style-type: none"> • Expulsion

7.12 - Discipline and Students with Disabilities

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of learning experiences for students with disabilities, it in no way lessens the School Board's intention to maintain a safe, orderly environment for the entire student and staff population.

Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student's conduct and contribute to his **the** learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to out of school suspension (not to exceed 10 school days within a school year) with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting.

When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student

reaches his or her fifth day, or any time prior to the fifth day of out-of-school suspension in order to proactively address the student's needs.

Procedures which govern a change of placement generally follow these guidelines:

1. The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student's IEP or 504 team will be convened to conduct a manifestation determination review.
2. Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.
3. The manifestation **determination** review committee is a team of professionals trained to provide input regarding the student's needs and disability. The team conducts a comprehensive records/data review and makes a determination if the student's behavior was or was not a manifestation of the student's disability. The team shall include the school psychologist, appropriate Exceptional Student Education (ESE) or 504 personnel, parents/student, and administrative representation of the referring campus. If the student's behavior is determined to be a manifestation of the student's disability and the student's misconduct did not involve weapons, drugs, or serious bodily injury, the student may not be expelled and the student's original placement is restored. The IEP or 504 team will ensure the student's needs are addressed via the IEP or 504 plan.
4. If it is determined that the offense is a manifestation of the student's disability, but the conduct involves drugs, weapons, or serious bodily injury, the student may not be expelled, but may be provided services for a limited time in an alternative setting. For students with an IEP, a Functional Behavior Assessment/Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. ~~For students with 504 Plan, a behavior plan will be generated or reviewed.~~ **For students with a 504 Plan, the 504 team should review and update any existing Behavior Intervention Plan or conduct a 504 Reevaluation to determine if a Behavior Intervention Plan is needed.**
5. If the manifestation determination team determines that the student's behavior is not a manifestation of the student's disability, the district may discipline the student according to its regular discipline code of conduct.
6. A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.
7. The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.
8. After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents regarding the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
 - a. Statement of Manifestation
 - b. Current IEP, including relevant matrix amendments, or 504 Plan or Least Restrictive Environment (LRE)
 - c. Functional Behavior Assessment/Positive Behavior Support Plan
9. All Due Process Rights and Procedures are granted to students with disabilities. Parents must be provided with a copy of the procedural safeguards at the IEP/Manifestation Determination or 504/Manifestation Determination meeting as applicable.

10. Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to ensure that the IEP or 504 Plan is continued.

~~NOTE: In reference to students with a 504 Plan, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.~~

ESE Parent Notification 7.13 – Procedural Safeguards for Students With Disabilities

Notice of **IDEA** Procedural Safeguards for Parents of Student with Disabilities

A copy of the ESE procedural safeguards will be provided to you when your child is initially referred and placed in the exceptional student education program and at each annual IEP meeting thereafter. You will also receive a copy when a decision is made to take a disciplinary action against your child that constitutes a change of placement, upon receipt of your first State or due process complaint, when you request an evaluation, and upon your request. For easy reference, the procedural safeguards are located on the Clay County District Website's Exceptional Student Education page. This document provides parents with a full explanation of the procedural safeguards available under IDEA and the Department of Education regulation such as: prior written notice, parent consent meetings, independent evaluations, records, state complaint procedures, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), placement consent and revocation, and private school placements. **For additional copies or explanations of the procedural safeguards, you may contact your child's school and/or the ESE district office.**

Notice of Rights for Students With Disabilities and Their Parents Under Section 504 of the Rehabilitation Act of 1973

A copy of the 504 procedural safeguards will be provided to you when your child is initially determined eligible for a 504 plan and at each annual 504 plan meeting thereafter. You will also receive a copy when a decision is made to take a disciplinary action against your child that constitutes a change of placement, upon receipt of an impartial due process hearing, and upon your request. For easy reference the procedural safeguards are located on the Clay County district's website Climate and Culture page.

The purpose of this notice is to inform parents and students of their rights granted to them under 504 [34 CFR 104.32] such as, the right to receive a free and appropriate education, evaluation, placement decisions, educational records, and grievance or complaint procedures.

7.14 – Students Charged with a Felony

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- the nature of the offense is such that the student poses a threat to safety of other students or personnel at school
- the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of F.S. [1001.54](#) and guidance of F.S. [1006.13\(6\)](#). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards. The recommendation of the principal to exercise this policy must be approved by the principal supervisor.

Section 8 – Student Safety

8.1 – Threat Management Assessment

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, **students who exhibit behaviors that indicate a potential intent to harm or other concerning behavior that requires intervention** student behavior on or off school grounds that could pose a threat to the safety or welfare of other students or staff .

Threatening or **concerning** ~~potentially dangerous behavior~~ **and communication** ~~may include~~ **may be expressed verbally, visually, in writing, electronically, or through other means. Concerning communications may be considered threatening, even if they do not involve a direct and explicit threat of violence. Concerning communications may also allude to hopelessness or suicide.** ~~verbal, written, or non-verbal communications or gestures. Threats may be direct, indirect, conditional, or veiled. Threats may be communicated in person, electronically, through a third party, or by other intentional or unintentional means.~~

In assessing the potential level of danger of a student’s behavior, school staff may conduct a threat **intake and/or** assessment following district policy. Families may be invited to assist school staff in completing the assessment; however, family refusal to assist staff in completing the assessment will not prevent staff from completing those parts of the assessment about which staff is knowledgeable. Clay County District Schools may also make a **level of concern** determination ~~of risk~~ based on information received from law enforcement agencies, court personnel, mental health professionals, human services, or other agency partners.

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Records of student threat management assessments shall be provided to families upon request. ~~Students~~ **Parents will be invited** ~~may be required to~~ participate in the development of a **student support management** ~~safety~~ plan and comply with such a plan.
SB Policy 9.18

8.2 – FortifyFL

[FortifyFL](#) is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the CCDS student portal, and may be downloaded to any portable device through the FLDOE website.

8.2 – SaferWatch App

[SaferWatch](#) is a free emergency notification app. Please take a short moment to download the free app to your phone by accessing the App Store for iPhone users or Google Play for Android users. The app is programmed so that when CCDS teachers and staff are on any of our district's properties, a mobile panic button is available for use in the event of an immediate emergency. For CCDS students, the app allows them to report suspicious activity and tips occurring in schools.

The SaferWatch App Terms of Service (ToS) prohibits using the app for **fraudulent, abusive, or illegal activity**. SaferWatch makes it clear that any suspected fraudulent, abusive, or illegal activity may be grounds for terminating the User's right to use the SaferWatch app.

SaferWatch's User Privacy Policy (UPP) states that anonymous tips may not remain anonymous in the event that a user makes a False Report with the app, and that SaferWatch may release the user's information to law enforcement in these circumstances.

Since SaferWatch connects to the 911/E911 system, the misuse of the app could result in criminal charges.

8.3 – Random Searches

School officials or school employees designated by the principal may conduct random searches of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event, etc.). Random searches may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a search as provided in this policy will be considered grounds for disciplinary action, including suspension.

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substance, or stolen property may be concealed in such location. School personnel have the authority to search a student's possessions upon reasonable suspicion if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substance, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessed substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus per Florida Statute [1006.09\(9\)](#).

8.4 – Family and Behavior Expectations

All Clay County District Schools students and staff deserve to learn and work in an environment free from disruption, threat or intimidation. Family members and adult visitors will display appropriate and professional adult behavior in schools, during school events and at sanctioned school activities at all times. In accordance with Florida law, failure of a family member or adult visitor to act appropriately may result in the violator being prohibited (trespassed) from being on school property or attending any school sanctioned events. In cases of significant disruption, law enforcement will be contacted regarding the matter.

Section 9 – Student Health

9.1 – Immunization

The Florida Department of Health has published the **2023** 2020-24 School Entry Immunization Requirements on their [website](#), along with multiple resources to help families navigate the [Immunization Guidelines](#) for school-age and preschool/daycare requirements. There is a [FAQ](#) section to assist in this process.

A Certificate of Immunization (DH 680) indicating compliance with the current required schedule of immunizations must be presented prior to enrollment in school. A physical exam (performed within 1 year prior to initial enrollment in Florida public or private schools) is required for all students new to the district. ([FS 1003.22](#))

9.2 – Health Services/Screenings

The new Florida Statute [1014.06](#) titled “Parents’ Bill of Rights”, requires parental consent to provide health services in our schools. Parents will need to have a [consent form](#) for care provided in the school health rooms signed for each student and on file with the school. At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. [381.0056](#)) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e., any invasive screening requires written parent permission).

9.3 – Food Allergens

For the safety and wellness of our student body, outside foods and beverages that are not commercially prepared and/or packaged are not allowable at school events or for shared consumption. All outside foods and beverages must contain an FDA-compliant nutrition label and/or a complete list of ingredients that will allow school personnel and/or students to identify potential allergens.

9.4 – Live Lice Policy

The Florida Department of Health in Clay County **District Schools** are is-committed to utilizing best practice recommendations for lice management in schools in a manner that respects the privacy of students and

families. No Clay County District School (CCDS) personnel, parents of other students or unauthorized personnel other than clinic staff and school principal (on a need to know basis) will be notified of a student having lice/nits. Lice exclusions are viewed as necessary only when excessive infestations (more than 10 live lice, diagnosed by a treating health care provider) are present or there is lack of follow up with treating lice.

Per the Centers for Disease Control and Prevention, head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. For more information, go to [head lice information for schools from the CDC](#).

Both the [American Academy of Pediatrics \(AAP\)](#) and the [National Association of School Nurses \(NASN\)](#) offers the following information and advocates that school districts review policies regularly based on the following reasons:

1. Many nits are more than $\frac{1}{4}$ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.
2. Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
3. The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
4. Misidentification of nits is very common during nit checks conducted by nonmedical personnel.
5. Lice are typically not spread within the school setting. Lice transmission requires close head-to-head contact or the sharing of personal hair related items.

School health room staff responsibilities regarding lice in schools:

1. Educate school staff regarding head lice causes, treatment and common misconceptions such as:
 - a. Getting head lice is not related to cleanliness of the person or his/her environment.
 - b. Head lice are mainly spread by direct contact with the hair of an infested person.
 - c. Head lice are not known to transmit disease.
 - d. Head lice move by crawling, not hopping or flying.
 - e. Head lice are not reportable to the public health departments unless there are other communicable disease related concerns.
2. Educate students and their families about how to prevent lice and what to do if a family member has lice.
3. Collaborate with the Public Health Department or other resources in planning assistance to families who have chronic infestation.

Treatment:

If you suspect a child has head lice, it's important to encourage the parent(s)/guardian(s) to consult with a pediatrician or family physician for proper care as soon as possible. Treatment failure may be caused by lack of response to a treatment, incorrect product usage, misdiagnosis of the original condition, or re-infestation. To help avoid these pitfalls, the physician can confirm the diagnosis, discuss treatment options, provide an appropriate recommendation, and advise parent(s)/guardian(s) on how to properly use the medication.

Key treatment considerations:

1. A common approach to head lice treatment is to use an over-the-counter (OTC) medication. While these treatments have been effective in the past, resistance to some OTC head lice treatments has

been reported in recent years. A 2016 study showed that 48 states now have lice that may be genetically predisposed to resistance to commonly used treatments.

2. There are new prescription treatment options available that are safe and do not require nit combing.
3. Parent(s)/guardian(s) should closely follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional.
4. Family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the highest setting.
5. Personal articles such as combs, brushes, and hair clips should be soaked in very hot water (at least 130° F) for 5 to 10 minutes.
6. All household members and other close contacts should be checked, and anyone with evidence of an active infestation should be treated. All persons with active head lice should be treated at the same time.

Communicating with families:

School nurses will help educate the community about head lice and treatment options, including OTC and prescription products, through letters to parents at the beginning of the school year or during a lice outbreak, handouts in the nurse's office, and presentations during parent-teacher nights.

School nurses can also help prevent stigmatization in the community by spreading the word that head lice infest children from all backgrounds and walks of life. Anyone can get head lice, no matter how clean their home or hair is, or where they live or go to school or play.

Head Lice Protocol:

1. When live lice are identified, the child's parent or guardian WILL be notified that same day by telephone stating that prompt, proper treatment must be completed before return to school after live lice diagnosis.
2. There are many acceptable treatment options; however, treatment with a product that is both a pediculicide as well as ovicidal is the surest way to kill lice and prevent further re-infestation.
3. Students will not be allowed to return to school until proof of treatment is presented by parent(s)/guardians(s). Acceptable proof of treatment is a health care provider note, receipt from purchase of over-the-counter lice treatment or visual confirmation from CCDS health room staff of no live lice on scalp upon students return to school.
4. Notification letters should be sent home to alert parents only if a high percentage (20% or more) of children in a classroom are infested with lice.

9.5 – Home Responsibilities for General Health Updates

It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self-medicate during

the school day. The Health Services Manual may be viewed at [Health Services](#).

Section 10 – Other Important Information for Families

10.1 – Family Educational Rights and Privacy Act (FERPA)

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November, 1974 (amended 1976). The intent of this law is to protect the accuracy and privacy of student educational records. The Clay County School Board has adopted a policy for the implementation of this Act and the Superintendent of Schools has approved administrative procedures for this purpose.

Accordingly, this notice outlines the type of student information collected and how that information is maintained and released. It further indicates the school officials who have the responsibility to follow appropriate procedures regarding the information.

Section 1003.25 and Section 1002.22, F.S. mandates that each principal maintain a permanent cumulative record for each student enrolled in a public school. Such records are to be maintained according to a format prescribed by rules of the State Board of Education. These State Board Rules also define the data which must be kept.

What information is in a student's record?

Education records of a student include but are not necessarily limited to: personally identifiable data (student and parent name, address, birth date, birthplace, sex, race), academic record, standardized test results, attendance records, health data, family background information, teacher or counselor ratings and observation, psychological reports, extracurricular activities, honors and awards, list of schools attended, and any other evidence, knowledge, or information recorded in any medium and maintained and used by an educational institution or by a person acting for such institution. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not be limited to, description of misconduct, suspension notices, records of action taken, etc. As amended by NCLB (No Child Left Behind), the district will transfer disciplinary records, with respect to a suspension or expulsion, as part of the student's educational record to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full-or part-time basis, in the school (Section 4155 of the Elementary and Secondary Education Act of 1965). Confidential records created by the Department of Juvenile Justice are not included in a Student's Educational record. The destruction of student records is in accordance with a retention schedule approved by the Bureau of Archives.

Who has access to student records?

Those persons having access to student records are the School Board, the Superintendent, school personnel within a school or school district with a legitimate educational interest and others specified by Section 1002.22 F.S. A Record of Request shall be maintained in the records. These records are maintained under the direction of the principal.

What are the rights of a parent or adult student?

According to (34C.F.R. § 300.20), a parent means:

1. A natural or adoptive parent of a child;
2. A guardian;

3. A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or
4. A surrogate parent; or
5. A foster parent if the natural parent's authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an "ongoing, long-term parental relationship with the child; is willing to make the educational decisions required of parents under the Act; and has no interest that would conflict with the interests of the child."
6. FERPA regulations indicate that in the situation when a student is dually enrolled in both a K12 educational institution and a post-secondary institution, the parents retain the rights over the student's education records maintained by the high school and the student retains the rights over the education records maintained by the college or university.

Parents, legal guardians, or adult students (age 18 and/or in post-secondary education) have the right of access, right of waiver of access, right to revoke waiver of access, right to challenge and hearing, and right of privacy of records maintained on their child, and a right of a copy of the record (at the cost of reproduction).

Transfer, disclosure, or release of student records requires prior written consent of the parent of eligible student exceptions include:

1. disclosures made to school officials with legitimate educational interests;
2. disclosures made to another school at which the student intends to enroll;
3. disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and
4. disclosures including information the school has designated as "directory information."

A parent who wishes to review his/her child's record should make an appointment with the principal or school counselor. School personnel are available to interpret student record information. All such requests will be honored by school officials as soon as possible. It is required that requests be honored within thirty (30) days. A copy of the Clay County Student Records Policy is available in all schools, and at the School Board offices in Green Cove Springs.

In case of divorce or legal separation, either parent may have access to a child's educational record unless an appropriate court order to the contrary has been filed with the school.

Whatever rights are vested in the parent shall pass to the student whenever the student has attained eighteen (18) years of age or is attending a postsecondary educational institution, unless the student continues to be carried as a dependent on the parent's income tax return. [Ref. 1002.22(3)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. F.S. 743.01 and 743.015] Note: Pregnant and parenting teens continue as minors unless they become married or emancipated by court order.

Parents or eligible students have the right to file a complaint with the Department of Health and Human Services concerning the alleged failure by the educational agency to comply with Section 438 of the Act. (200 Independence Avenue, S.W., Washington, D. C., 20207). [F.S. 1000.21\(5\)](#) defines "Parent" as: either or both parents, any guardian, or any person who is in a parental relationship to a student, or who is exercising supervisory authority in place of a parent over a student of public school age. The school district specific guidelines regarding "in-loco parentis" situations are detailed in School Board Policy [4.08](#).

Are there any records which the school can refuse to show a parent or eligible student?

The right to access does not pertain to the following educational records: teacher's/counselor's /administrator's personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment; letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

What information is released without parent permission?

The School District of Clay County reserves the right for its agents to release "directory information" without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if not unlisted), electronic mail address, field of study, age, participation in school sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general (bulk information release) may not be released to any individual or agency unless it is normally published for the public in general. Such information may be released only to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student's enrollment. Notification objecting to the use or disclosure of directory information must be in writing and either hand delivered to the Principal of the school at which the student is attending, sent by mail to the Director of Information Services/Public Records Officer at the county office of the Clay County District Schools, 900 Walnut Street, Green Cove Springs, Florida 32043 or sent by email to optoutferpa@myoneclay.net.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney's Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

10.2 – Student Device Electronic Agreement

Please read the following carefully before electronically signing this document. This is a legally binding contract and must be signed by the student (“Student”) and a Parent or Legal Guardian (“Parent/Guardian”) before a Chromebook (hereafter “Electronic Device”) is assigned to you.

Purpose

The primary purpose of Clay County District School's provision of access to electronic devices, network resources, and computer support services is to facilitate education and research consistent with the educational objectives of Clay County District Schools (“CCDS”).

This Agreement must be signed by both the Student and the Parent/Guardian and is binding upon both parties.

Terms and Conditions

Term and Termination: This Agreement shall commence on the issue date and shall terminate at the end of the school year the agreement is signed.

Student and Parent/Guardian's Obligations

Student and their Parent/Guardian agrees to:

1. Use, maintain, and keep the Electronic Device in good operating order, at their own expense, in the manner for which it was designed and intended
2. Not allow or make any alterations or additions to the Electronic Device without the prior written consent of CCDS
3. Return the Electronic Device to CCDS in the same condition as received on the beginning date of the Agreement, minus reasonable wear and tear
4. Use the Electronic Device in ways that are not disruptive, offensive, harmful, or otherwise improper or against the acceptable use policies of CCDS
5. Provide CCDS with written notice to any change in address or telephone number during the term of this Agreement

Issuing Electronic Devices

If you have an objection to your student using CCDS electronic devices, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

Return of Electronic Device

Students are required to return the Electronic Device to the assigned school administrative office upon:

Graduation OR

1. Transfer from CCDS School OR
2. Temporary or permanent discontinuance of schooling OR
3. Last Day of School OR
4. Termination of this Agreement for Failure to Comply

Student and Parent/Guardian acknowledge that failure to return the property after notice of termination constitutes theft.

Failure to Comply

Failure to comply with any of the terms of this Agreement may result in the imposition of fines (for repair or replacement of the device), termination of the Student's ability to participate in this Program, and/or the imposition of appropriate civil or criminal penalties against Student and/or Parent/Guardian.

Criminal or Civil Liability

Student and Parent/Guardian acknowledge that they are subject to criminal prosecution or civil liability for the destruction or misuse of the device. A theft report will be filed with the local Law Enforcement if a device is reported as stolen and Student and Parent/Guardian would still be financially responsible for the Electronic Device.

Ownership of Electronic Device

The Electronic Device is, and shall remain, the property of CCDSB. Student and Parent/Guardian shall have no right, title, or interest herein or thereto except as expressly set forth in this Agreement.

Student and Parent/Guardian shall not assign rights or obligations under this Agreement or enter into any sublease of all or any part of the Electronic Device.

Warranty

Student is being issued the device acknowledges that the device is being presented “as is” without warranty, other than any warranty provided by the manufacturer of the Electronic Device.

Lost or Damaged Electronic Device

Should the Student damage or lose the Electronic Device, the Student and Parent/Guardian will be responsible for paying all outstanding lease payments for the entire term of this Agreement or repair cost, as applicable.

Right to Audit

As permitted by law, CCDS reserves and intends to exercise the right to review, audit, intercept, access, and search the Electronic Device at will, monitor data usage and messages on the Electronic Device at any time for any reason, without notice or other restrictions.

Computer Resource Use Policies

All users of CCDS devices and network resources are required to comply with the following:

1. Files, user ID's, passwords, and computer output belonging to an individual or to CCDS are considered to be personal property, but may be subject to audit by CCDS.
2. Users shall not examine, change, or use CCDS or another person's files, output, or usernames for which they do not have explicit authorization.
3. Users shall not deliberately attempt to degrade system performance or capability. Knowledge of systems or special passwords shall not be used to damage a system or file, or to change or remove information without authorization.
4. Users shall not use the system for any illegal purpose or to enter or send any material that is obscene, pornographic, or defamatory, or material that is intended to annoy, harass, or alarm another person.
5. All users shall use software only in accordance with applicable license agreements. Users shall not make unauthorized copies of any software under any circumstances. Duplication of licensed software for any purpose except for backup and archival purposes or when otherwise specifically authorized is prohibited. Users shall not give or transfer software to anyone except other authorized users of the CCDS network or device without specific approval from the CCDS. All software must be lawfully purchased or acquired.
6. Use of computer systems and databases shall be limited to the purpose(s) for which access is granted. Unless such use is specifically granted, use of CCDS digital resources for personal or private use for-profit, is prohibited.

7. Students are authorized to use electronic devices and network services for incidental personal use, provided such use does not interfere with the educational objectives of CCDS or overload network resources, thereby denying it to others.
8. Repeated minor infractions of the Student Responsible Use Guidelines or violations of a serious nature may result in the temporary or permanent loss of network access and/or Electronic Device use. More serious violations that may result in permanent loss of network access and/or Electronic Device use include, but are not limited to, extending computing resources to unauthorized users, attempts to steal passwords or data, unauthorized use or copying of licensed software, unauthorized attachment of personal computers to the CCDS network, unauthorized use of another's account, or overloading network resources thereby denying it to others. No payments made for the Electronic Device will be refunded if network access and/or Electronic Device use is denied due to violations or infractions of any CCDS or computer use policies, whether or not such infractions are mentioned in this Agreement.
9. Filtering will be provided by CCDS for school and off-site use. This filtering is a best effort to ensure that inappropriate material is not accessed by students whether in school or off site. No filtering solution is perfect, and this service is being provided free of any warranty.

10.3 – Responsible Use Guidelines

Discovering Endless Possibilities

Technology is an integral part of the CCDS curriculum across subjects and grades in developmentally appropriate ways, and it is aligned to the competencies listed in the Florida Standards which include: seek knowledge and understanding; think critically and solve problems; listen, communicate and interact effectively; exhibit strong personal qualities; and engage and compete in a global environment.

Technology Agreement

I understand that using digital devices (whether personal or school owned) and the CCDS network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege. I understand that I have no right to privacy when using the CCDS network.

All students of Clay County District Schools agree to follow the Clay County District Schools Code of Student Conduct, school rules, and commit to the following Responsible Use Guidelines:

I will:

1. use digital devices, networks, email, and software in school for educational purposes.
2. keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others private.
3. show respect for myself and others when using technology, including social media.
4. give acknowledgement to others for their ideas and work.
5. report inappropriate use of technology immediately.

The **Responsible Use Guidelines** will be reviewed each school year together with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, ethical, and appropriate use of technology.

10.4 – Child Abuse Reporting

All employees and agents of the District School Board are authorized and mandated by Florida Statute [1006.061](#) to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary

information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

10.5 – Use of Student Work, Video, and Photographs

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the school's CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student's work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

10.6 – Social Media Guidelines

In accordance with the Clay County District Schools' Student Code of Conduct, the District expects students to set and maintain high ethical standards in their use of social networking. Personal use of social media may have an effect at school. While at times it is easy to tell whether social media use is school-related or personal, at other times it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference, suspension, alternative disciplinary placement, and/or expulsion. It is important to remember that infractions outlined in the CCDS Student Code of Conduct prohibiting certain types of communication also apply to electronic communication. To be safe, be in control of what you do online, even if it is during personal time.

Guidelines for Student Use of Social Media

1. Think before you post. Clay County District Schools recommends that students use discretion when posting to social media sites at all times and requires that students follow the CCDS Student Code of Conduct when on school district property.
2. If you see anything of concern on a fellow student's social networking page or account, you should promptly contact your school based administration, your teacher, or other school staff.
3. Be thoughtful about what you share online and consider how it would appear to family, friends, colleges, and future employers. Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking site(s) that you wouldn't want anyone to access. Social media venues are public and information can be shared beyond your control.
4. When responding to others, remember to be respectful and avoid comments that may be hurtful. You should refrain from using profane, obscene, or threatening language.
5. Use of school or District logos or images on your personal social networking sites is prohibited. The Clay County District Schools reserves the right to request school-related images or content posted without permission to be removed from the internet. If you wish to promote a specific activity or event, you may do so only by means of a link to school or District official social media accounts.
6. You should always take responsibility for what you post. Do not misrepresent yourself by using someone else's identity.

7. Only accept invitations to share information from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
8. Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to: Social Security numbers, phone numbers, addresses, exact birth dates, and pictures with parties you don't know or on unsecure sites.
9. Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
10. Cyberbullying is considered an act of harassment. See the CCDS Student Code of Conduct for detailed information.

10.7 – Rights of Divorced Parents

Under current divorce laws, “shared parental responsibility” awards both parents full rights to the child, although “primary physical residence” is awarded to one parent. Neither parent has priority over the other with regard to the child’s education, both parents have full and complete rights to pick up the child, to inquire about school work, and participate in school activities. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may put new limits on access rights of a parent."In the event a parent is not granted shared parental responsibility then that parent may not pick up or check out the child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

10.8 – Parental Concerns Regarding Employees

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation. It is not the school system’s intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees’ due process rights are protected.

10.9 – Student Surveys

No Child Left Behind (NCLB) requires Local Education Agencies (LEA's) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:

1. part of an “applicable program” (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent.

2. surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies. (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)

LEAs are required to make the survey instrument available for inspection by parents regardless of funding source. By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

DRAFT

Appendix A: Glossary

Commonly used acronyms and definitions of educational terms frequently used in Clay County District Schools:

Glossary of Acronyms and Definition of Terms	
504 Plan	Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973
Access Points	Expectations written for students with significant cognitive disabilities to access the general education curriculum
Achieve3000	Reading and writing intervention program using non-fiction text to differentiate instruction
ACT	American College Test; college entrance exam
ADD/ADHD	Attention Deficit/Hyperactivity Disorder
AP	Advanced Placement
ASD	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
CCEA	Clay County Education Association
CESPA	Clay Educational Staff Professional Association
CTE	Career and Technical Education
CVA	Clay Virtual Academy
ELA	English Language Arts
ELL	English Language Learners
EOC	End of Course Exam
ESE	Exceptional Student Education
ESL	English as a Second Language
ESY	Extended School Year
FERPA	Family Educational Rights and Privacy Act
FHSAA	Florida High School Athletic Association
FLDOE	Florida Department of Education
Focus	CCDS Student Information System
FSA	Florida Standards Assessment
GPA	Grade Point Average

Guardian	School employee qualified and trained to carry a gun on a school campus
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IQ	Intelligence Quotient
i-Ready	An interactive online learning environment for reading and math
LLI	Leveled Literacy Intervention
PSAT	Preliminary SAT; practice college entrance exam
RAIT	Risk Assessment & Intervention Team
SAC	School Advisory Council
SAT	Scholastic Assessment Test; college entrance exam
SEDNET	The Multi-agency Network for Students with Emotional/Behavioral Disabilities creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional or behavioral challenges
SEL	Social-Emotional Learning
SESIR	School Environmental Safety Incident Reporting; FLDOE student behavior coding system
SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
SIS	Student Information System
SRO	School Resource Officer
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
YMHFA	Youth Mental Health First Aid

Appendix B: Behavior Infraction Codes

Level 0

Level 0 codes are reserved for documentation purposes only for state reporting purposes and student behavior records. Any actions/intervention can be administered and recorded in the student information system at the principal's discretion. Suspension of any kind should not be used with these codes.

Behavior Incident Tracking (BIT) - To be used for documentation of problematic student behaviors. Consequences can be issued using this code.

Unsubstantiated Bullying (UBL) – After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute [1006.147](#)).

Unsubstantiated Harassment (UHR) – After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute [1006.147](#)).

Level 1

Level 1 infractions is relatively minor misbehavior or general classroom disruption that interferes with the orderly educational process in the classroom or other areas.

Dress Code Violation (DRS) - To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy.

Profanity/Obscene Language or Gesture (PRO) – Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.

Providing False Information Lying/Forgery (FLS) - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents' name to a note.

Skipping Class (SKP) – If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class.

Tardiness (TAR) - Late to class or school; if the student arrives 15 minutes after the beginning of class w/o permission then the student is considered SKP/skipping class.

Violation of Classroom Rules (VCR) - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

Cheating - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant then the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive Inappropriate Conduct.

- Example: having answers prior to an exam.

Wireless Communication Device (WCD) - Use of a wireless communication device in a way that is not outlined in the Wireless Communication Device Guidelines. (Refer to Inappropriate Use of Technology/Wireless Communication Devices as a possible code)

Level 2

Level 2 infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level 1 misbehavior and require administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for major violations (Level 1) when investigating the situation and deciding on disciplinary action.

Abuse of School Property vandalism under \$1,000 (ABS) - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.

Defiance/Disrespect Insubordination (DEF) - Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority. Examples see below:

Leaving Class Without Permission - Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.

Inappropriate Conduct (IAC) - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

Cheating - Academic cheating is defined as representing someone else's work as your own. If the student cheated on their own with no other student or participant, the cheating will be a Violation of Classroom Rules. In the event the student was cheating with multiple participants or on a state assessment, the student will receive IAC: Inappropriate Conduct. Several examples of IAC include sharing work with someone else, purchasing an academic paper or test questions in advance, paying another student to do the work, and plagiarism.

Gambling - One who participates in games of chance or skill for money or profit.

Leaving School Without Permission (LVS) – Unauthorized leaving of school grounds.

Low Level Confrontation (DSP) - Student who deliberately pushes, pulls, shoves, strikes, taunts, antagonizes, or mutual physical altercation with another student or by acts or words that does not result in any injuries and is stopped by verbal intervention.

Possession of an Inappropriate Object (POS) - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, cellular telephones, portable cassette or CD players, electronic games, rollerblades, skateboards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. An example

is the possession of a pocket knife which may be potentially dangerous or harmful to others. These items will be confiscated.

Stealing/Petty Theft <\$750 (STP) - taking of property while on school grounds or from a vehicle on school property worth under \$750

Student uses Profanity directed at a School Board Employee (SPE) - A student who intentionally engages in a verbal confrontation involving a school board employee with profanity/obscene gestures. If the verbal confrontation involves a threat, the behavior will be coded as Threat/Intimidation (**TRE**).

Level 3

Level 3 infractions are major acts of misconduct. They include serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to a school administrator, who may remove the student from the school or activity immediately.

Local Codes

Felony Charges (SAO) - Previously defined as State Attorney Charges.

Identity Theft (IDT) - When a student represents themselves as another individual (including but not limited to students and district employees) with the intent of creating confusion or disruption to another's well-being. The fraudulent acquisition and use of a person's private identifying information.

Inappropriate use of Technology/Wireless Communication Devices (TEC) - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device to capture images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

Multiple Level 2 Infractions (MUL) - If a student commits 7 or more Level 2 infractions they may receive a "multiple level 2" infraction. This code can be used to initiate a Hearing Office Referral.

Room Clearing Event (RCE) – Should a student create an unsafe environment and the student population of the classroom needs to be removed for their safety.

Examples:

1. Student is throwing objects and turning over chairs
2. Student is running around the classroom and refuses to stop while pushing into other students.

Non-Example:

1. Student refuses to do work and yells when asked to begin.
2. Student throws an object not directed towards another student

Student Confrontation/ School Board Employee Non Physical (SCE) - A student who intentionally engages in a confrontation involving a school board employee.

Violation of Behavior Contract (VBC) – If a student violates the school or district behavior contract.

SESIR Codes - These are violations defined by the Florida Department of Education and are to be reported as School Environmental Safety Incident Reporting incidents.

Bullying/Cyberbullying (BUL) - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

Examples:

1. Student uses a cell phone to take a picture of a student using the bathroom at school and shares it electronically.
2. Student spreads nasty rumors at school about another person, in conversation, in a note, or electronically.
3. Student repeatedly teases another person in a mean way, calling him/her inappropriate names, making fun of his/her appearance, or the way he/she talks, dresses, or acts.

Non-Examples:

Student calls another student an inappropriate name once.

The most common places where cyberbullying occurs are:

1. Social Media, such as Facebook, Instagram, Snapchat, and Twitter
2. SMS (Short Message Service) also known as Text Message sent through devices
3. Instant Message (via devices, email provider services, apps, and social media messaging features)
4. Email

Burglary (BRK) - Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

Examples:

1. Student or other breaking and entering into:
 - a. a school building during athletic events,
 - b. a school bus, or
 - c. a residential garage that is being used for a school-sponsored event
2. Student or other willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft.

Non-Examples:

1. Student or other entering an unlocked gym, without permission, and using the basketball court.
2. Student or other wandering the halls, after hours, after entering through an unlocked door.

Disruption on Campus (DOC) - Major - Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others. **Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.**

Examples:

1. Student or other making a bomb threat.
2. Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
3. Student or other causing an incident that results in closing the cafeteria.
4. Student or other inciting a riot.
5. Student or other pulling the fire alarm.

6. Student or other deliberately crashing the school computer system.
7. Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples:

1. Disruption of a single classroom.
2. Student defying authority.
3. Student disobeying or showing disrespect to others.
4. Student or other using obscene or inappropriate language or gestures.
5. Student not sitting in seat and/or talking loudly while school bus is moving.

Fighting (FIT) - When two or more persons mutually participate in use of force or physical violence that requires **either** physical **intervention** **restraint** or results in injury **requiring medical attention**.

Examples:

1. Student or other engaging in a fight/combat with another and physical **intervention** **restraint** is necessary to stop it.
2. Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

Non-Examples:

1. **Student engaging in "horseplay"**
2. Student verbally confronting another student/teacher.
3. Student or other engaging in pushing and shoving who is easily separated or stopped.
4. Student or other engaging in a fight which is resolved without injury or need for physical intervention.

Harassment (HAR) - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Example:

One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.

Non-Example:

Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends, no offense was taken by either student from the interaction.

Hazing (HAZ) - Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Examples:

Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student **for purposes of initiation or admission**.

Non-Examples:

Requiring new team members to attend additional supervised practices.

Other Major (OMC) - (Major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.

Examples:

1. Student produces or uses counterfeit money.
2. Student participates in gambling activities, **i.e., throwing quarters for money.**
3. Student possessing drug paraphernalia.
4. Student possesses pornographic materials depicting others under the age of 18.

Non-Examples:

1. Student arrested for violating probation.
2. Student or other arrested for committing crimes off-campus.

Sexual Offenses (SXO) - Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or exposing private body parts in a lewd manner.

Examples:

1. Student or other participating in sexual activity in front of a student.
2. Student or other intentionally exposing genitals.
3. Student or other touching the buttocks of another in lewd, lascivious manner.
4. Two or more students engaging in sexual activity.
5. Student or other soliciting or encouraging a person to commit a sexual act.

Non-Examples:

1. Students kissing consensually.
2. **Student swearing**
3. A kindergarten child relieving himself publicly.
4. A first grade student hugging another.
5. Student inadvertently touching the breasts, buttocks or groin of another student.
6. Inappropriate or suggestive gestures.

Simple Battery (PHA) - An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Example:

1. Throwing an object and hitting someone hard enough to cause injury.
2. Aggressively punching another person in the face.
3. Student committing a battery upon a school district employee such as a teacher or other staff person.

Non-Examples:

1. Horseplay, low-level pushing and shoving between students.
2. Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
3. Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible alternative code.)

Tobacco (TBC) -The possession, **sale, purchase**, distribution, or use of tobacco or **nicotine** products and ~~vape/vaping related products~~ on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21.

Examples:

1. A student under 21 possessing and/or smoking cigarettes, cigars, etc.
2. A student under 21 possessing and/or using a nicotine dispensing device or electronic nicotine delivery system (ENDS) such as electronic cigarettes, vape pens, hookah pens, etc.
3. A student using smokeless tobacco or nicotine products.

Non-Examples:

A 21-year old student smoking a cigar on campus.

~~Student in possession of any oils or products containing THC or CBD (refer to **DRU**).~~

~~Student in possession of aromatic essential oils.~~

Threat/Intimidation (TRE) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

Examples:

1. Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for their safety.
2. Student or other who willfully and repeatedly uses email or text messages to cause another to fear for their safety or cause substantial emotional distress (cyber stalking).

Level 4

Level 4 acts of misconduct are the most serious. All Level 4 infractions are grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are serious enough to require administrative actions that result in immediate removal of the student from school, the intervention of law enforcement authorities, or action by the Superintendent and Clay County School Board.

Aggravated Battery (BAT) - A battery where the attacker intentionally or knowingly causes more serious injury (as defined in paragraph (8)(g) of 6A-1.0017 (SESIR), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

Examples:

1. Student hitting another with a heavy object over the head **resulting in serious injury**.
2. Student jabbing a pen into another's arm resulting in serious injury.
3. Student or other engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back resulting in serious injury.
4. Student committing aggravated battery upon a school district employee such as a teacher or other staff person.

Non-Examples:

- a. Student or other delivering a single poke to the chest.
- b. Student or other delivers a single, non-injuring strike to the arm of another.
- c. Students or others actively engaging in a fight with each other (refer to Fighting code as a possible SESIR code).
- d. Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor (refer to Fighting code as a possible SESIR code).

Alcohol (ALC) - Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

Examples:

1. Student testing positive for alcohol by law enforcement.
2. Student possessing, using, or selling alcohol.

Non-Examples:

1. Student suspected of using alcohol without evidence.
2. Student smelled of alcohol who after investigation, was found to be diabetic.

Arson (ARS)- To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

Examples:

Student or other deliberately setting a fire on campus.

Non-Examples:

Student or other unintentionally starting a fire.

Criminal Mischief > \$1,000 (VAN) - Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.

Examples:

1. Student or other extensively defacing school with graffiti.
2. Student or other keying or scratching a car in a campus parking lot.
3. Student or other trashing a classroom resulting in damages of \$1,000 or more.
4. Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip.

Non-Examples:

1. Student or other accidentally damaging chemistry lab equipment.
2. Student or other causing damages under \$1,000.

Drug Sale/Distribution Excluding Alcohol (DRD) - The manufacture, cultivation, purchase, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.

Examples:

1. Student passing a marijuana cigarette around in the school bathroom.
2. Student giving prescription drugs prescribed for someone else to another.
3. Student selling cocaine to another.
4. Student or other misrepresenting substances as illegal drugs.

Non-Examples:

1. Student taking medication prescribed for themselves.
2. Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
3. Student smoking a marijuana cigarette alone. (Refer to DRU: Drug Use/Possession)
4. Student found with a single marijuana cigarette in backpack. (Refer to DRU: Drug Use/Possession)

Drug Use Possession Excluding Alcohol (DRU) - The use, or possession of any drug, narcotic, controlled substance or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Examples:

1. Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
2. Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.
3. Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.

Non-Examples:

1. Student possessing or using over-the-counter medications in dosage prescribed.
2. Student using inhalers for asthmatic condition.
3. Student possessing drug paraphernalia (refer to Other Major, **OMC**).

Grand Theft (STL), The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

Examples:

1. Student or other embezzling public funds.
2. Student or other stealing an item/items worth \$750 or more.
3. Student finding a checkbook, signing owner's name and making a purchase.
4. Student or other stealing a car or motorcycle.

Non-Examples:

1. Student or other borrowing an item without permission.
2. Student or other committing robbery (code as Robbery instead)
3. Student or other stealing an item less than \$750.
4. Student steals a credit card but no charges are made to the card.

Homicide (HOM) - The unjustified killing of one human being by another.

Examples:

Student or other person, known or unknown, committing any homicide on school campus, at school-sponsored events, or on school transportation.

Non-Examples:

1. Student or other accidentally dying
2. Student or other committing suicide.

Kidnapping (KID) - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Examples:

1. Student or other holding another person for ransom or reward, as a shield, or as a hostage.
2. Non-custodial caregiver, with a restraining order, picking up a student.

Non-Example:

Student running away with her boyfriend after being picked up from school by him.

Robbery (ROB) - The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.

Examples:

1. Student or other snatching a gold chain off someone's neck
2. Student or other extorting lunch money
3. Student or other engaging in "Carjacking"

Non-Examples:

Student or other taking money or valuable worth \$750 or more from an unattended purse.
(Refer to Grand Theft as a possible alternative code.)

Sexual Assault (SXA) - An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.

Example:

1. Student or other threatening to rape another.
2. Student or other intentionally touching anyone younger than 16 years old in a lewd manner.

Non-Example:

Kindergarten student threatening another with a sexual act.

Sexual Battery (Rape) (SXB) - Forced or attempted oral, anal or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object. Both males and females can be victims of sexual battery.

Examples:

1. Student or other raping someone.
2. Student or other attempting to rape someone.

Non-Examples:

1. Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to SXO: Sexual Offenses (Other) as a possible alternative code.)
2. Student or other threatening to rape someone. (Refer to Sexual Assault as a possible SESIR code.)

Sexual Harassment (SXH) - Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

Examples:

1. Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
2. Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
3. Student or other pressuring one to engage in sexual activity.
4. Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.

Trespassing (TRS) - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored **event function/off campus** without authorization or invitation and with no lawful purpose for entry. **Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.**

Examples:

1. Any unauthorized person entering the campus **and arrested for trespass.**

2. Any unauthorized person remaining on property after being issued an official trespass warning by school officials.
3. A student currently under suspension or expulsion returning to campus without authorization or invitation.

Non-Examples:

1. Parent entering the building to pick up his/her child without first getting clearance through the office.
2. Person searching for assistance at a school facility after his/her car has broken down.

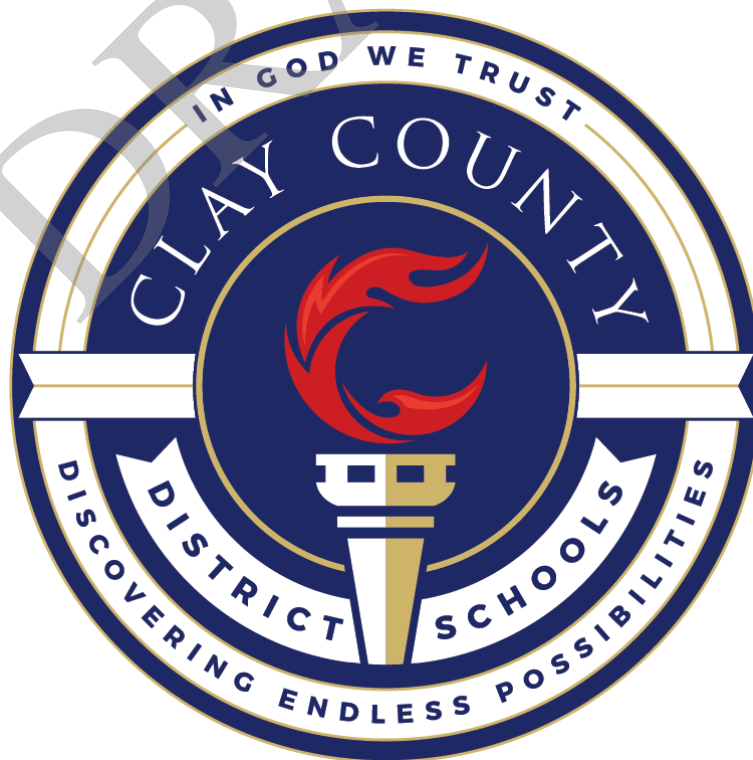
Weapons Possession (WPO) - Possession of **a firearm or any instrument or object as defined by Section 790.001, F.S.**, any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of student conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples:

1. Student or other possessing a firearm or knife.
2. Student or other **wielding** using a knife, pocketknife, or other sharp or pointed implement as a weapon.

Non-Examples:

1. Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
2. Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
3. Student possessing a cutting tool that is being used in art, shop, or other class.



**A reminder from the Office of Climate and Culture:
We are in this together and together we make a difference!**

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

C1 - Minutes of School Board Workshop on April 23, 2024; Student Discipline Hearings and Regular Meeting on May 2, 2024

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

- 📎 [2024 Apr 23 Workshop.pdf](#)
- 📎 [2024 May 2 Student Hearings.pdf \(Confidential\)](#)
- 📎 [2024 May 2 Regular Mtg.pdf](#)



School Board of Clay County

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

April 23, 2024 - School Board Workshop

Date: Apr 23 2024 (9:00 a.m.)

Invocation (Ashley Gilhousen)

Call to Order (Present: Erin Skipper, District 1; Mary Bolla, District 2; Beth Clark, District 3, Michele Hanson, District 4; Ashley Gilhousen, District 5; and Superintendent David S. Broskie)

Workshop Items

[1. Review Draft Agenda for Regular School Board Meeting on May 2, 2024](#)

[May-2-2024-regular-school-board-meeting_agenda_packet.pdf](#)

Minutes:

Recognitions:

- Recognition of Cognia Accreditation Renewal - no discussion;
- Recognize Winners of the 2024 Math Field Day - no discussion;
- Recognition of Winterguard and Indoor Percussion Championships - no discussion;
- Recognition of Visual Arts Students - no discussion;
- Recognition of 2023-2024 Superintendent's Student Advisory Council Members - no discussion;
- 2024-2025 Drug Free Schools Calendar Winners - no discussion;
- Recognition of State & International Science Fair Winners - no discussion;
- Recognition of 2024 Wes Whiddon Scholarship Recipients - no discussion;
- Recognize Recipients of Superintendent's Florida Pre-Paid Scholarships - no discussion;
- Recognition of Student Finalist for the Youth Volunteer of the Yer Award - no discussion;

Discussion Agenda:

- D1 Human Resources Special Action A - no discussion;
- D2 Human Resources Special Action B - no discussion;
- D3 Human Resources Special Action C - no discussion;
- D4 Public Hearing to Approve as Advertised Revisions to the Challenged Materials Policy - Reconsideration or Review of Library Materials - no discussion;

Consent Agenda:

- C1 Minutes of School Board Workshop on March 26, 2024; Student Discipline Hearings and Regular Meeting on April 4, 2024 - no discussion
- C2 Controlled Open Enrollment (COE) Plan for the 2024-2025 School Year - no discussion;
- C3 School Board Member Out-of-County Travel Expenses Estimated to Attend FSBA/FADSS Annual Summer Conference - no discussion;
- C4 Personnel Consent Agenda - no discussion;
- C5 Renewal of List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees - no discussion;
- C6 K-12 Academic Services Out of State and Overnight Student Travel - no discussion;
- C7 Sharing Security and Privacy Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida (BGCNF) - no discussion;
- C8 Approval for new 3-yr Florida Virtual School Curriculum Contract for K-12 - Mrs. Hanson shared that she recently attended the FSBA Advanced Finance Forum and has requested Dr. Legutko to provide documents for next month's budget workshop because there is no virtual school program requirement in Florida statutes and she would like the board to evaluate the cost of Florida Virtual School vs. Clay Virtual Academy, considering overall structural and program costs;
- C9 Approval for the Purchase of i-Ready Mathematics K-5 for the 2024-2025 School Year - no discussion;

- C10 Affiliation Agreement between Clay County District Schools and University of Central Florida (UCF) - Superintendent Broskie noted some of the recruitment strategies being employed and noted the district recruitment plan on CCDS website;
- C11 Library Media Services Manual - Superintendent Broskie stated that, in addition to the proposed policy, this manual contains other requirements of law and that library access will occur electronically via ParentVue, with parental choice being embedded within the document; Mrs. Hanson believes that the procedures manual is the teeth for the policy and that the manual is lacking some safeguards for students, has areas not aligned with the new policy, does not address procedures for "mature" content books, does not acknowledge how to manage re-assignments in Destiny, does not contain information on the email content that will be sent to parents re what their student is checking out, does not address changed descriptions in Destiny, does not indicate how parents are being notified, lacks procedures and details on how individuals will be trained on community standards, and lacks a community standards rubric; she believes the board needs time for input and to review the additional materials and review all procedures to ensure they are aligned with policy; Mr. Broskie advised that the responsibility for the procedures is assigned to the superintendent and staff and that there exists a level of detail within a policy vs a procedure; Mr. Broskie advised the procedures manual meets the statutory requirements and aligns with the policy and is willing to share additional documents with the board as they are developed; Mrs. Skipper stated the need to see all forms that go with the policy to ensure the verbiage is correct and aligns with the desired direction of the board; Mrs. Hanson noted that a lot of districts have board members serve on police committees, thus ensuring the direction of the board is being followed; Jeremiah Blocker, School Board Attorney, stated that Florida statute defines roles and responsibilities, indicating that the board oversees policy and the district will write compliant procedures that are in concert with the board's policies; Mr. Blocker will review the policy and procedures manual, stating that the workshop is the board's opportunity to conduct business in the sunshine and work collectively with staff;
- C12 Proclamation of Mental Health Month May 2024 - Mr. Broskie noted the work of social workers and mental health workers and commented on the success of linking providers to those needing assistance through the services of Project Brave;
- C13 Approval to Advertise and Notice of Public Hearing 2024-2025 Student & Family Handbook and Code of Student Conduct - Mrs. Hanson expressed concerns in three (3) areas of the proposed handbook: 1. **Bullying** - she believes forming a task force would be beneficial to better address the bullying problem; Mr. Broskie noted that more education on bullying for students and procedures for this will be brought out; Mrs. Hanson and Mrs. Skipper want to hold a bullying forum to hear parent input; Kevin Staefe, Coordinator of Student Engagement, advised there is a hotline where bullying can be reported to be investigated and there is also a form that may be completed with a link that goes to his cell phone for issues to be addressed; methods for students to report bullying safely were discussed; 2. **Truancy** - Mrs. Hanson believes the current policies do not have sufficient weight and is concerned with the numbers who are chronically truant each year but progress from grade to grade despite attendance issues; Laura Fogarty, Director of Climate and Culture, shared the truancy processes and that she and School Board Attorneys, Mr. Blocker and Mr. Steinmetz, have met on several occasions and are working on removing barriers, becoming more proactive in addressing truancy and providing access to parents for counseling and/or parenting classes; Mr. Blocker indicated he will be meeting with the chief judge to establish a court system with assigned punishment or corrective action/rehabilitation and will work with other entities such as CCSO to provide life skills classes to assist students with attendance; Mr. Blocker is relying on external agencies to work in collaboration at the request of Mr. Broskie, who wants the system to be up and running by the fall; 3. **Cell Phones** - Mrs. Hanson believes that restricting cell phone use could eliminate cyber-bullying and mental health issues associated with cell phones; Mrs. Gilhousen reminded the board of last year's decision to peel back the cell phone policy in layers, transitioning to greater restrictions; the current and proposed policy were discussed; Mrs. Skipper provided copies of Orange County's cell phone policy; Mrs. Bolla encouraged communication with secondary schools to obtain their input re how the policy has gone this past year and re further restrictions; Treasure Pickett, Chief of Secondary Education, stated that restricting cell phone use during transition times might reduce tardies, that cell phone use during lunch assists with the noise level and provides students the opportunity to communicate with parents; Roger Dailey, Chief Academic Officer, advised that parents will have strong feelings and suggested high school principals survey parents to allow them input into this decision; board consensus was reached and the policy will be revised to restrict cell phones bell-to-bell, including transition periods. High school students only will be permitted to use their device at lunch. Mrs. Bolla confirmed that teachers may still choose to have students use phones for educational purposes during classtime.
- C14 Proposed Allocation Changes for 2023-2024 - no discussion;
- C15 Proposed Allocation Changes for 2024-2025 - no discussion;
- C16 Monthly Financial Reports for March, 2024 - no discussion;
- C17 Budget Amendment Report for March 31, 2024 - no discussion;
- C18 Deletion of Certain Items Report April, 2024 - no discussion;
- C19 BID Renewal - no discussion;
- C20 Contract - Third-Party Administrator (TPA) Benefit Consultant - no discussion;
- C21 BID Award - PLACEHOLDER - no discussion;
- C22 RFP to be Awarded - PLACEHOLDER - no discussion;
- C22 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Keystone Heights High School Visitor Concession Stand - no discussion; football of 2025
- C23 Change Order #2 for Green Cove Springs Junior High School Window/HVAC Replacement (Buildings 1, 2, &3) - no discussion;
- C24 Change Order #1 for Orange Park Junior High School Roof Repair/Replacement Buildings 1, 2, 3, & 4 - no discussion;
- C25 Prequalification of Contractors - no discussion;
- C26 Wilkinson Junior High School Fire Alarm Replacement Contract Award - no discussion;
- C27 Interlocal Agreement with the Clay County Sheriff's Office for Low-Priced Gasoline in the Middleburg Area - no discussion;
- C28 Oakleaf Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work) - no discussion;
- C29 Lake Asbury Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work) - no discussion;
- C30 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Lake Asbury Junior High Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work) - no discussion;
- C31 Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Oakleaf Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work) - no discussion.

[2. Resiliency Programs Presentation](#)

[Clay County 2024-25SY_Resiliency Curriculum.pdf](#)

Minutes:

Laura Fogarty, Director of Climate and Culture, provided a visual presentation (attached) of resiliency curriculum offered through 7 Mindsets highlighting the following:

- Building a common language in Clay since 2019
- Support for retention of 7 Mindsets curriculum that links resiliency, character, civics, and health standards to improve student achievement
- Importance of implementation of the curriculum with fidelity for success
- Additional supports to the existing Resiliency Toolkit provided by the Department of Education
- Replacing Suite 360 with 7 Mindsets/BASE
- Tiers 2 & 3 provided through BASE Education of 7 Mindsets
- School data supports the success of 7 Mindsets (reduction in discipline referrals)

Mrs. Clark asked if the same pattern was exhibited at all schools and Mrs. Fogarty responded that she chose schools that utilize the curriculum with fidelity. Schools have requested training so the current bid incorporates an inclusive training package. Mrs. Bolla asked if there is a requirement to pay for schools that choose not to use the program, and Mrs. Fogarty stated that has been the case historically but that this year we do have to pay and schools will be required to teach some components. 7 Mindsets purchased BASE Education and the programs have merged. Mrs. Hanson noted that Suite 360 had legislatively required topics and asked who is implementing these courses, and Mrs. Fogarty stated that the schools choose who implements, typically the school counselor or classroom teachers. Mrs. Hanson does not want anyone forced to use this in their classroom and stated that only core curriculum, plus suicide prevention, can be required to be taught.

Questions from the Audience (None)

Superintendent Comments (None)

School Board Attorney Comments (None)

School Board Comments

[3. School Board Member Comments](#)

Minutes:

Mrs. Hanson shared that she learned a lot about transparency at the Finance Forum, stating that some counties have at least one board member on various district committees and advertise that two or more board members may be in attendance for all committees. She stated she learned that boards should be provided reports on all of the audits - financial, operational, internal accounts, federal operating, etc. If auditors are not reporting to the board, they are not impartial and their scope should not be restricted. An auditor must operate independently and she wants the board to move the internal auditor away from the designee and have that auditor report to the school board attorney and board chair, who will distribute findings to the board so there is transparency and safeguarding of taxpayer dollars. She requested the board follow the advice of others and wants consensus on this issue. Mrs. Skipper supported this request. Dr. Susan Legutko, Assistant Superintendent of Business Affairs, advised that the district does not have an internal auditor but has an internal accounts person and that the budget did not rise to the level required for an independent auditor (\$500,000,000.) but that the auditor general reviews the budget every three years and is obtained through the RFP process. Mrs. Hanson stated that many districts do this process annually and change auditors. Dr. Legutko noted the other audits being done - the federal audit, on-site and desktop audits, Information Technology audit, etc. Mrs. Gilhousen requested Mr. Blocker provide a legal opinion and Dr. Legutko provide all audits at the next workshop,

Mrs. Clark agrees that an outside CPA firm should be changed regularly and that only certain CPA firms are familiar with district schools. She is concerned that students are not reading the Code of Student Conduct and wants to explore ways to better make sure the students and parents are familiar with this manual.

Mrs. Skipper recently attended a leadership conference and will be bringing a few things forward to the board in future in the hope of educating students about history, patriotism, and loving their country, seeking for more ways to bring patriotism back into schools and bringing families back to have more involvement with consistent character education. She will also discuss vaping and meet with district personnel for input.

Adjournment (12:59 p.m.)

Superintendent of Schools

Board Chair



School Board of Clay County

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

May 2, 2024 - Regular School Board Meeting

Date: May 02 2024 (6:00 p.m.)

Student Showcase (None)

Invocation (Jennifer Ahrens-Sims, Asbury United Methodist Church, Orange Park)

Pledge of Allegiance

Call to Order (Present: Erin Skipper, District 1; Mary Bolla, District 2, Beth Clark, District 3; Michele Hanson, District 4; Ashley Gilhousen, District 5; Superintendent David Broskie)

Recognitions and Awards

[1. Recognition of Cognia Accreditation Renewal](#)

Minutes:

Laura Fogarty, Director of Climate and Culture, introduced Andy Martinez, Director Southeast Region, Cognia, who recognized Clay County District Schools for an exemplary accreditation renewal score of 355, which is one of the highest scores and considered "above average" among the average score of 253 of other educational institutions. The Cognia team was most impressed by the overwhelming amount of evidence that unequivocally supports the OneClay Vision.

[2. Recognize Winners of the 2024 Math Field Day](#)

[Math Field Day 2024 Winners.pdf](#)

Minutes:

Govinda Poor, Math Curriculum Specialist, and April Shipley, Math Curriculum Coach, recognized the following winners of Math Field Day:

Fourth Grade

- 1st Place: Paterson Elementary - Paige Evans, Sarah Koehler, Merrick Nelson, Lena Taylor, Matthew Weflen, Alizhan Yerlanov
- 2nd Place: Plantation Oaks Elementary - Charlize Jackson, Ryder Amponin, Jayden Alleman, Lucas Feng, Leo Robiou, Na'aomi Jones
- 3rd Place: (Tie) Fleming Island Elementary - Alexis Stromberg, Robbie Fuentes, Alex Hoang, Grayson Kelley, Eva Lin, Kingstrom Lovett and Swimming Pen Creek Elementary - Julian Baird, Keira Booth, Brantley Cates, Colton Douglas, Thomas Franklin, Hunter Haney

Fifth Grade

- 1st Place: Paterson Elementary - Henry King, Stanley Hon, Brandon Hohrath, Finlay Cusick, Elizabeth Longworth, Jiaxin Wen
- 2nd Place: Fleming Island Elementary - Ameliz Marquez, Padric Conroy, Theo Hovda, Gentry Davis, Acadia Arsenault, Jayson Patin
- 3rd Place: Oakleaf Village Elementary - Landon Kaufman, Zoe Gorman, Isaiah White, Elena Rosa, Stella Johnson, Elisa Voloshin

Sixth Grade

- 1st Place: Paterson Elementary - Nathan Hancock, Dylan Bloom, Josh Britt, Ella Weflen, Alan Stevenson, Kian Summerlin
- 2nd Place: Lake Asbury Elementary - Logan DeMartinis, Shane Espaldon, Mason Kaganac, Kaleb Cunningham, Michael Pollard, Soraya Warnick

- 3rd Place: (Tie) Fleming Island Elementary - Lucas Harrell, Colton Gal, James Judycki, Jiro Untivero, Liliana Oehrlein, Ansley Sandefer and Thunderbolt Elementary - Collin Golisch, Evan Hirsch, Jayce Wert, Lola Preckajlo, Michael Rhodes, Charles Mitchell-Schmidt

Muggins Tournament

- 1st Place High Score Winner: Victoria Robiou, Plantation Oaks Elementary
- 1st Place Overall Winner: Liam Whitten (Discovery Oaks Elementary)

3. Recognition of Winterguard and Indoor Percussion Championships

Minutes:

Christopher Gugel, Fine Arts Curriculum Specialist, recognized the following groups for Winterguard and Indoor Percussion Championships as follows:

- Oakleaf High, Winterguard, Beyond Division
- Middleburg High, Winterguard, Knight's Division
- Green Cove Springs Junior High, Cadets, Cadet Novice Division
- Oakleaf Junior High, Cadets, Cadet Novice Division
- Oakleaf High, Indoor Percussion, Percussion Scholastic McCormick's Division
- Fleming Island High, Winterguard, Illusion Division
- Fleming Island High, Winterguard, Company Division
- Ridgeview High, Indoor Winds, Winds Scholastic A Division
- Middleburg High, Concert Percussion, Percussion Scholastic Concert A Division

A complete roster of student participants is as follows:

School	Classification	Division	Student
Oakleaf High	Winterguard	Beyond Division	Jamilah Aguirre
Oakleaf High	Winterguard	Beyond Division	Alissa Ashby
Oakleaf High	Winterguard	Beyond Division	Mikaela Belton
Oakleaf High	Winterguard	Beyond Division	Madison Cline
Oakleaf High	Winterguard	Beyond Division	Magdalene Czajkowski
Oakleaf High	Winterguard	Beyond Division	Kendra Denson
Oakleaf High	Winterguard	Beyond Division	Mariah Ingram
Oakleaf High	Winterguard	Beyond Division	Morgan Lineberry
Oakleaf High	Winterguard	Beyond Division	Sydney Medina
Oakleaf High	Winterguard	Beyond Division	Jayden Moore
Oakleaf High	Winterguard	Beyond Division	Christa Myrick
Oakleaf High	Winterguard	Beyond Division	Sarai Pierce
Oakleaf High	Winterguard	Beyond Division	Grace Roca
Oakleaf High	Winterguard	Beyond Division	Savannah Sirmons
Oakleaf High	Winterguard	Beyond Division	Kinley Smith
Oakleaf High	Winterguard	Beyond Division	Skylar Smith
Oakleaf High	Winterguard	Beyond Division	Ella Viviano
Oakleaf High	Winterguard	Beyond Division	Myonna Walker
Oakleaf High	Winterguard	Beyond Division	Elina Williams
Middleburg High	Winterguard	Knight's Division	Clara Lazarte
Middleburg High	Winterguard	Knight's Division	Jazmine Trost

Middleburg High	Winterguard	Knight's Division	Levi Smith
Middleburg High	Winterguard	Knight's Division	Landon Cain
Middleburg High	Winterguard	Knight's Division	McKenzie Marsden
Middleburg High	Winterguard	Knight's Division	Madison Kelly
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Nah'Kola Brown
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Mackenzie Burke
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Aiden DeGrassi
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Catherine Hanson
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Nyla Hauser
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Pierra Hauser
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Addie Lapinski
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Laura McGuirt
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Abigail Morrison
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Zoey Null
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Talyn Palmore
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Abigail Parson
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Peyton Stringer
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Penelope Smith
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Allyson Terry
Green Cove Springs Junior High	Cadets	Cadet Novice Division	Kamryn Thompson
Oakleaf Junior High	Cadets	Cadet Novice Division	Aniya Barksdale
Oakleaf Junior High	Cadets	Cadet Novice Division	Brenda Alvarez Ceballos
Oakleaf Junior High	Cadets	Cadet Novice Division	Genesis Dorcent
Oakleaf Junior High	Cadets	Cadet Novice Division	Jaydan Barber
Oakleaf Junior High	Cadets	Cadet Novice Division	Jeniya Boygan
Oakleaf Junior High	Cadets	Cadet Novice Division	Katiria Velez-Vasquez
Oakleaf Junior High	Cadets	Cadet Novice Division	Marina King
Oakleaf Junior High	Cadets	Cadet Novice Division	Mars Brouillard
Oakleaf Junior High	Cadets	Cadet Novice Division	Tai Rivera
Oakleaf Junior High	Cadets	Cadet Novice Division	Zoey Glee
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Paige Barengo
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jayden Bignandi
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Joey Collins
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Sophia Cordeiro
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Samuel David
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Kingston Davis
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Lily Davis

Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Ardon Delacruz
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jayse Hackney
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Christian Haile
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Adley Harris
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Forlani Lateef
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Emilio Magalhaes
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Cristian Magalhaes
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Julia Mann
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Monica McCormack
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Evelyn Nickell
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Aiden Prather
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Avery Ramos
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jadin Ranger
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jason Scurry
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Ryan Sereno
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Caitlyn Sereno
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jaylen Simmons
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Jordyn Sinclair
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Gracelyn Thomas
Oakleaf High	Indoor Percussion	Percussion Scholastic McCormick's Division	Nazareth Torres
Fleming Island High	Winterguard	Illusion Division	Alex Matei
Fleming Island High	Winterguard	Illusion Division	Ashlee Rueda
Fleming Island High	Winterguard	Illusion Division	Kaitlyn Arnold
Fleming Island High	Winterguard	Illusion Division	Lauren White
Fleming Island High	Winterguard	Illusion Division	Rachel Blume
Fleming Island High	Winterguard	Illusion Division	Robin Baker
Fleming Island High	Winterguard	Illusion Division	Rosalyn Calixto
Fleming Island High	Winterguard	Illusion Division	Sarah Page
Fleming Island High	Winterguard	Illusion Division	Kaylee Brown
Fleming Island High	Winterguard	Company Division	Addysen Lockhart
Fleming Island High	Winterguard	Company Division	Candace Buckley
Fleming Island High	Winterguard	Company Division	Devaryne Hewett
Fleming Island High	Winterguard	Company Division	Eleanor Parker
Fleming Island High	Winterguard	Company Division	Ella Bagnuolo
Fleming Island High	Winterguard	Company Division	Gabby Duran
Fleming Island High	Winterguard	Company Division	Gavin Kalinosky
Fleming Island High	Winterguard	Company Division	Kate Chalut

Fleming Island High	Winterguard	Company Division	Kayla Hunter
Fleming Island High	Winterguard	Company Division	Kaylie Lobeck
Fleming Island High	Winterguard	Company Division	Kensleigh Lockhart
Fleming Island High	Winterguard	Company Division	Lindsey Jordan
Fleming Island High	Winterguard	Company Division	Peyton Reinhardt
Fleming Island High	Winterguard	Company Division	Skylar Ward
Fleming Island High	Winterguard	Company Division	Zoe Reed
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Fallon Caster
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Kyla Forkey
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Ariana Santiago-Goytia
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Daniela Turrent
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Lavender Lickliter-Spain
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Janaya Francis
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Janelle McKenzie
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Ella Hernandez
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Chenoa Blankenship
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Lianne DeJesus
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Adeline Harrell
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Lillian Michel
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Danielle Fleurant
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Kingsley Poorman
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Joseph Lickliter-Spain
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Jaxson Gollin
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Evan Thornton
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Jerry Elsberry
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Joshua Keller
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Alex Dupuis
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Alex Romer
Ridgeview High	Indoor Winds	Winds Scholastic A Division	Laila Finley
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Blake Adler
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Victoria Andrade
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Deanna Blakeslee
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Evan Gilbert
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Emma Hager
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Khani Frazer
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Kaleah Williams
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Liliana Andrade

Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Matheo Calle
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Charles Dorrel
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Lai Tift
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Kiana Mastrianni
Middleburg High	Concert Percussion	Percussion Scholastic Concert A Division	Allen Trump

4. Recognition of Visual Arts Students

[Art Show Best in Show for School Board Recognition.pdf](#)

Minutes:

Christopher Gugel, Fine Arts Curriculum Specialist, recognized the following students who placed "Best in Show" at the 2024 Visual Arts Show:

- Alissa Mihalik - Clay High School, 2D
- Hope Koestens - Orange Park High, 3D
- Teegan Montesano - Lake Asbury Junior High, 2D
- Vera Irby - Lakeside Junior High, 3D

5. Recognition of 2023-2024 Superintendent's Student Advisory Council Members

Minutes:

Kelly Watt, Chief of Staff, recognized the following students for their participation in and contributions to the Superintendent's Student Advisory Council:

- Isabella Amador
- Tyler Davies
- Alexander Gordon
- Donald Stepp
- Jaydin Pinney
- Taylor White
- Angel Zheng
- Lindsay Gillis
- Benjamin Ulsch
- Mattie Reape
- Ashley Zamora
- Allison Musillami
- Logan Michael
- Nora Burke
- Carson Nicholson
- Avery Crawford
- Karlee Wessels
- Mauli Patel
- Brenna Finnegan
- Lene Hornick
- Peyton Mathews
- Noah Montoro
- Riya Patel
- Shaylla Givens
- Amelia "Josie" Choulat
- Emily Moore
- Tayani Maxwell
- Audrey Polk
- Dana Loftis
- Danielle Ackerson
- Daniel Kapusta
- Zeinab Faraj

Tyler Davies shared the Chairman's Report (attached) highlighting the following topics and solutions covered by the Council this year:

- Meeting Norms and Decorum
- Yearly Goals
- This Year's Topics

- Discussion Guiding Questions

6. 2024-2025 Drug Free Schools Calendar Winners

[24.25 Calendar for Drug Free Schools.pdf](#)

Minutes:

Stephanie Geoghagan, Project Coordinator, Clay Action Coalition and Karen Olley, Student Services Specialist, recognized the winners of the 2024 Drug Free Schools Calendar winners. The students' artwork will be showcased in the 2024-2025 Drug Free Schools Calendar.

- Haven Tomalis - 4th Grade, Orange Park Elementary - Front Cover
- Zoey Watson - Kindergarten, Orange Park Elementary - Inside Cover
- Arianna Frias - 4th Grade, Thunderbolt Elementary - August
- Amiya Alkaifi - 6th Grade, Lake Asbury Elementary - September
- Candy Huang - 5th Grade, Thunderbolt Elementary - October
- Addyson Munoz - 3rd Grade, Swimming Pen Creek Elementary - November
- Madeleine Milter - 5th Grade, Plantation Oaks Elementary - December
- Ava Chesser - 4th Grade, Shadowlawn Elementary - January
- Addison Kuhlken - 2nd Grade, Orange Park Elementary - February
- Aribella Monasmith - 6th Grade, Coppergate School of the Arts - March
- Khloe Smith - 3rd Grade, Shadowlawn Elementary - April
- Connor Morgan - 2nd Grade, Paterson Elementary - May
- Kasilyn Kirchaine - 5th Grade, S. Bryan Jennings Elementary - June
- Tyler Phillips - 1st Grade, Middleburg Elementary - July

7. Recognition of State & International Science Fair Winners

[State Science Fair Recognitions.pdf](#)

Minutes:

Katie Ruelas, K-12 Science Curriculum Specialist, recognized the following students who participated in the State & International Science Fair:

- Sophie Aranaga, Orange Park Junior High, Biomedical & Health Sciences
- Gracelynn Beckham, Clay High, Biomedical & Health Sciences
- Saige Bialek, Emily McCrea, and Ciera Neal, Ridgeview High, Engineering
- Joshua Chun, Ricky Huang, Ridgeview High, Intelligent Machines, Robotics & Systems Software
- James Fryman, Joseph Fryman, Clay High, Biomedical & Health Sciences
- Scarlet Glover, Lake Asbury Junior, Plant Sciences
- Alexander Gordon, Ridgeview High, Intelligent Machines, Robotics & Systems Software
- Austin Hallett, Clay High, Physics & Astronomy
- Angel Zheng, Ridgeview High, Engineering

8. Recognition of Poster Contest Winners by Clay Soil and Water Conservation District

[2024 Contest Winners \(1\).pdf](#)

Minutes:

Clay Soil & Water Conservation District Supervisors, Ted Clark and Garry McIntyre, and Board Chair, Gary Thigpen, recognized students' achievements in an annual poster and speech contest open to all CCDS students in grades K-12. The winning students best reflect the National Association of Conservation District's annual stewardship theme and highlight the work of conservation districts that work to protect and enhance natural resources.

District poster contest winners

2nd - 3rd Grade Category

- Rosa Nauman, Fleming Island Elementary, 1st Place
- Clara Thomas, Keystone Heights Elementary, 2nd Place
- Jacie Maxwell, Thunderbolt Elementary, 3rd Place

4th - 6th Grade Category

- Isabella Pederson, Thunderbolt Elementary, 1st Place
- Gemma Spencer, Shadowlawn Elementary, 2nd Place
- Shiv Patel, Tynes Elementary, 3rd Place

7th - 9th Grade Category.

- Taylor Mandigo, Oakleaf High, 1st Place
- Callie Reinicke, Middleburg High, 3rd Place

10th - 12th Grade Category.

- Chloe Liller, Middleburg High, 1st Place
- Karlee Plum, Middleburg High, 2nd Place
- Gracyn Blakney, Middleburg High, 3rd Place

Speech Contest Winners

- Madi Adler, Oakleaf High, 1st Place
- Riya Patel, Ridgeview High, 2nd Place
- Brylee Wood, Oakleaf High, 3rd Place

9. Recognition of 2024 Wes Whiddon Scholarship Recipients

Minutes:

The Wes Whiddon Scholarship is awarded annually to Clay County student-athletes who have played sports at the junior or high school level while attending a Clay County school, have been accepted into a college, and who have submitted an essay entitled "How I Make A Difference." Winners were recognized by Angela Whiddon, Todd Worley, and Chris Goddard. This scholarship honors the theme "Your Life is Your Message - Make It Count" and has been awarded for 16 years, with 111 scholarships having been awarded.

2024 Wes Whiddon Scholarship Recipients

- Lene Hornick - Clay High
- Kolby Thomas - Keystone Heights Jr./Sr. High
- Michael Hayward - Fleming Island High
- Cade Dailey - Fleming Island High
- Taylor Collins - Fleming Island High
- Tyler Davies - Orange Park High
- Josh Taylor - Orange Park High
- Alaynah Deaton - Ridgeview High

10. Recognize Recipients of Superintendent's Florida Pre-Paid Scholarships

Minutes:

In collaboration with Florida PrePaid, Superintendent Broskie recognized recipients of the Superintendent's Florida Prepaid Scholarship for the second consecutive year. Student participants were asked to articulate their aspirations for the future and reflect on their impactful contributions to their communities during their final year of high school. Recipients of a 2-year college scholarship valued at approximately \$8,000 are:

- Erin Grant, Middleburg High School
- Tyler Davies, Orange Park High School

11. Recognition of Student Finalist for the Youth Volunteer of the Year Award

Minutes:

Superintendent Broskie recognized Tyler Davies, Orange Park High, for receiving the Outstanding School Volunteer Award from the Florida Department of Education, an annual tribute celebrating individuals whose unwavering dedication enriches the educational landscape of Florida's K-12 Public Schools. Mr. Davies has volunteered more than 900 hours to Clay County District Schools, received the esteemed title of Youth Volunteer Winner for CCDS, and progressed to the state level, earning the distinguished distinction of being one of the top three (3) youth volunteers statewide.

Presenters

School Showcase (None)

Presentations from the Audience (Public Comment)

12. Public Comment

Minutes:

Public speakers:

- Echo Nova
- Donald Triest
- Mallory King
- Shelley Trautman
- Jen Cunningham
- Pam Lawrence
- Shannon Hube
- Patricia Shaffer
- Katelynn Weichman
- Bruce Friedman
- Scott Nicholson

Discussion Agenda

Human Resources

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

Special Action A (5).pdf (Confidential)

Motion

Motion to Approve Human Resources Special Action A

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Beth Clark

Ashley Gilhousen

Mary Bolla

Beth Clark

Michele Hanson

Erin Skipper

- Aye

- Aye

- Aye

- Aye

- Aye

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

Minutes:

There was no Human Resources Special Action B.

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

Minutes:

There was no Human Resources Special Action C,

Instruction-Reading/Library Media

[16. D4 - Public Hearing to Approve as Advertised Revisions to the CHALLENGED MATERIALS POLICY- RECONSIDERATION OR REVIEW OF LIBRARY MATERIALS](#)

[Legal Advertisement Notice of PH for Proposed Challenged Materials Policy-Reconsideration or Review of Library Materials.pdf](#)

[04.2024 Proposed Challenged Materials Policy-Reconsideration or Review of Library Materials.pdf](#)

Minutes:

Chair Gilhousen opened the public hearing. Public speakers were as follows:

- Bruce Friedman

Upon conclusion of Mr. Friedman's comments, the public hearing was closed.

Motion

Motion to Approve as Advertised Revisions to the Challenged Materials Policy-Reconsideration or Review of Library Materials

Vote Results (Approved)

Motion: Mary Bolla

Second: Michele Hanson

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye

17. C11 - Library Media Services Manual (pulled to Discussion by Mrs. Hanson)

Library Media Services Manual May 2024 (Draft) (1).pdf

Minutes:

Mrs. Hanson expressed concern, stating the manual lacks the intentional procedures and specific supports for the policy that would make it successful. She stated that the policy indicates that the community standards and rubric for those would be found in the procedures manual but they are not included, and the manual therefore does not do what the policy intended it to do. She looks forward to working in collaboration to refresh all school board policies and believes that procedures and policies are inter-connected and require collaboration in order for both to effectively work.

Motion

Motion to Approve Library Media Services Manual

Vote Results (Approved)

Motion: Mary Bolla

Second: Erin Skipper

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Nay
Erin Skipper	- Nay

Business Affairs

18. D5 - Request for the Adoption of Resolution No. 24-22, Authorizing the Issuance of the Certificates of Participation, Series 2024A and the Cash Defeasance of the outstanding Certificates of Participation, Series 2012; Certificates of Participation, Series 2014; and Certificates of Participation, Series 2017

Resolution 24-22 School Board COPS Certificate.pdf

Executed Resolution No. 24-22.pdf

Motion

Motion to Adopt Resolution No. 24-22, Authorizing the Issuance of the Certificates of Participation, Series 2024A and the Cash Defeasance of the outstanding Certificates of Participation, Series 2012; Certificates of Participation, Series 2014, and Certificates of Participation, Series 2017

Minutes

Following the voting on this item, Chair Gilhousen called a recess of the regular school board meeting at 8:21 p.m.

Vote Results (Approved)

Motion: Mary Bolla

Second: Erin Skipper

Ashley Gilhousen	- Aye
Mary Bolla	- Aye
Beth Clark	- Aye
Michele Hanson	- Aye
Erin Skipper	- Aye

[Resolution 24-22A School Board Leasing Corp_COPS.pdf](#)

[Executed Resolution No 24-22A.pdf](#)

Minutes:

President Gilhousen called to order the Board of Directors of the Clay School Board Leasing Corporation at 8:21 p.m., introducing the agenda item for consideration.

David Broskie, Secretary, read the following recommendation into the record:

A. Consideration of Resolution No. 2024-22A, rescinding Resolution Nos. 24-19A and 24-20A, and authorizing the issuance of Certificates of Participation, Series 2024A, and the execution of the following:

- a. Lease Schedule No. 2024A
- b. Series 2024A Supplemental Trust Agreement
- c. Series 2024A Ground Lease Agreement
- d. Certificate Purchase Contract
- e. Certain amendments to the Master Lease-Purchase Agreement and Master Trust Agreement.

Motion

Motion to Approve the Secretary's Recommendation

Vote Results (*Approved*)

Motion: Mary Bolla

Second: Michele Hanson

Ashley Gilhousen - Aye

Mary Bolla - Aye

Beth Clark - Aye

Michele Hanson - Aye

Erin Skipper - Aye

Motion

Motion to Adjourn the Board of Directors of Clay School Board Leasing Corporation Meeting

Minutes

Following the adjournment of the meeting of the Clay School Board Leasing Corporation at 8:25 p.m., Chair Gilhousen reconvened the regular meeting.

Vote Results (*Approved*)

Motion: Erin Skipper

Second: Mary Bolla

Ashley Gilhousen - Aye

Mary Bolla - Aye

Beth Clark - Aye

Michele Hanson - Aye

Erin Skipper - Aye

Consent Agenda

Superintendent

[20. C1 - Minutes of School Board Workshop on March 26, 2024; Student Discipline Hearings and Regular Meeting on April 4, 2024](#)

[2024 Mar 26 Workshop.pdf](#)

2024 Apr 4 Student Hearings.pdf (Confidential)

[2024 Apr 4 Regular Mtg.pdf](#)

[21. C2 - Controlled Open Enrollment \(COE\) Plan for the 2024-2025 School Year](#)

[Clay County District Schools COE Plan 2024-25 SY.pdf](#)

School Board Member

[22. C3 - School Board Member Out-of-County Travel Expenses Estimated to Attend FSBA/FADSS Annual Summer Conference](#)

Human Resources

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

[Personnel Consent Agenda - 5_1_24.pdf](#)

[24. C5 - Renewal of List of Physicians and Medical Facilities authorized to conduct physical examinations required for certain groups of employees.](#)

[Approved Physicians, Facilities, Fees - Sheet1.pdf](#)

Instruction-Academic Services

[25. C6 - K-12 Academic Services Out of State and Overnight Student Travel](#)

[May 2024 Student Travel.pdf](#)

[26. C7 - Sharing Security and Privacy Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida \(BGCNF\)](#)

[240142 Boys & Girls Club Privacy Agreement.pdf](#)

[27. C8 - Approval for new 3-year Florida Virtual School Curriculum Contract for K-12](#)

[FLVS Contract 240150 2023-2024 Board.pdf](#)

[28. C9 - Approval for the Purchase of i-Ready Mathematics K-5 for the 2024-2025 School Year](#)

[240152 - Curriculum Associates Contract - pending Board approval.pdf](#)

[Executed sig.pg Curriculum Associates 240152.pdf](#)

Instruction-Exceptional Student Education

[29. C9A - Proclamation #24-23 to Recognize May as National Speech-Language-Hearing Month in Clay County.](#)

[Proclamation #24-23 Speech-Language-Hearing Month.pdf](#)

Instruction-Professional Development

[30. C10 - Affiliation Agreement between Clay County District Schools and University of Central Florida \(UCF\).](#)

[240141 UCF Teacher Internship.pdf](#)

Instruction-Climate and Culture

[31. C12 - Proclamation of Mental Health Month May 2024](#)

[2024 Mental Health Awareness Month Proclamation.pdf](#)

[32. C13 - Approval to Advertise and Notice of Public Hearing 2024-2025 Student & Family Handbook and Code of Student Conduct](#)

[Legal Adv. Notice of PH Student and Family Handbook and Code of Student Conduct.pdf](#)

[Summary of Changes - 24_25 Code of Conduct.pdf](#)

[Board Redline Copy - 2024_2025 - CCDS Student and Family Handbook and Code of Student Conduct.pdf](#)

Business Affairs

[33. C14 - Proposed Allocation Changes for 2023-2024](#)

[05.02.24 - 23-24 Allocation Summary.pdf](#)

[34. C15 - Proposed Allocation Changes for 2024-2025](#)

Business Affairs-Accounting

35. C16 - Monthly Financial Reports for March, 2024

March 2024 Monthly Board Financial Report.pdf

March 2024 Monthly Board Property Report.pdf

Contracts Signed by Superintendent \$50,000 to \$100,000.pdf

36. C17 - Budget Amendment Report for March 31, 2024

March Amendments.pdf

Business Affairs-Property

37. C18 - DELETION OF CERTAIN ITEMS REPORT APRIL, 2024

DELETION OF CERTAIN ITEMS REPORT APRIL, 2024.pdf

Business Affairs-Purchasing

38. C19 - BID Renewal

39. C20 - Contract - Third-Party Administrator (TPA) Benefit Consultant

240157 Bailey Group Service Agreement (3).pdf

40. C21 - BID Award

Operations-Facilities

41. C22 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Keystone Heights High School Visitor Concession Stand

42. C23 - Change Order #2 for Green Cove Springs Junior High School Window/HVAC Replacement (Buildings 1, 2, & 3)

Change Order #2 GCJ Window HVAC Replacement Building 1, 2, & 3

43. C24 - Change Order #1 for Orange Park Junior High School Roof Repair/Replacement Buildings 1, 2, 3, & 4

Change Order #1 for OPJ Roof Repair Replacement Buildings 1, 2, 3, & 4

44. C25 - Prequalification of Contractors

Table for Board Backup Contractor Prequal, 5.2.24

45. C26 - Wilkinson Junior High School Fire Alarm Replacement Contract Award

Wilkinson Executed Contract.pdf

46. C27 - Interlocal Agreement with the Clay County Sheriff's Office for Low-Priced Gasoline in the Middleburg Area

240158 CCSO Fuel Agreement.pdf

47. C28 - Oakleaf Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work)

REV 1 OLJ Contract Amendment #1 GMP #1 PE.pdf

48. C29 - Lake Asbury Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work)

LAJ Portable Relocation - Amendment 1.pdf

49. C30 - Schematic/Preliminary/Final (Phase I, II, and II) Plans and Specifications for Lake Asbury Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work)

50. C31 - Schematic/Preliminary/Final (Phase I, II, and II) Plans and Specifications for Oakleaf Junior High School Classroom Addition Guaranteed Maximum Price (GMP) Bid Package 1 (Site Work)

Adoption of Consent Agenda

51. Adoption of Consent Agenda

Minutes:

Mrs. Bolla encouraged individuals concerned about cell phone use to review the proposed Student Code of Conduct, noting that the policy is more strict.

Motion

Motion to Adopt Consent Agenda

Vote Results (Approved)

Motion: Erin Skipper

Second: Mary Bolla

Ashley Gilhousen

- Aye

Mary Bolla

- Aye

Beth Clark

- Aye

Michele Hanson

- Aye

Erin Skipper

- Aye

CCEA Update (Victoria Kidwell)

CESPA Update (None)

Superintendent's Update and Presentations

[52. Superintendent's Update](#)

Minutes:

In response to earlier comments, Superintendent Broskie indicated his commitment to work together on strong, robust procedures. He also commented on the unprecedented salary increases during the past three years.

Superintendent Broskie shared the attached visual presentation highlighting the following:

- Superintendent's Super Students of the Month
- K-12 Art Show
- Math Field Day
- Instructional Hiring Fair
- Teacher Appreciation Week
- Upcoming Events

School Board Attorney Remarks

[53. School Board Attorney Comments](#)

Minutes:

John Steinmetz, School Board Attorney, provided a brief update on the progress towards finalizing an agreement with Clay County Sheriff's Office, and he indicated that ongoing discussion re a plan to effectively address truancy is continuing.

School Board Member Remarks

[54. School Board Member Comments](#)

Minutes:

Mrs. Bolla noted that the Fleming Island High Wind Symphony recently performed at Carnegie Hall, where they performed the world premiere of *A Rose Blooms Forth* to honor their director, who received a lifetime achievement award in music. She attended a performance of a general music class (alternative education) at Ridgeview High under the direction of Ms. Bice and in collaboration with other students. The class has been studying operas and symphonies and performed a version of Carmen in addition to enjoying a field trip to the Jacksonville Symphony. Another collaborative event at Fleming Island High included a picture drawn by the Pre-K students based on the book *Unlike Other Monsters*, art students who created 3-D monsters made of clay, and Advanced Placement literature students who created a book following poetry writing standards. Mrs. Bolla also extended appreciation to teachers for their dynamic skills and the great work they do.

Mrs. Skipper noted the Clay Education spring event, the Clay County Agricultural Fair. She thanked teachers for all that they do and enjoyed the opportunity to spend time with community leaders praying over the county, the state, and the nation on this National Day

of Prayer.

Mrs. Clark also participated in prayer for all from the local government to the nation. She indicated that she values teachers and speech-language pathologists, having family who benefited from their expertise. She stated she voted for the Library Media Services Manual so that the district would be in compliance with legislators.

Mrs. Hanson reflected on the joy and meaning she experienced as a teacher. She stated that, when she recently spoke about the need for an independent, internal auditor, that request was based on the larger budget and the need to remain diligent in emphasizing transparency and accountability. She appreciated the willingness of Mr. Blocker and Mr. Broskie to work to ensure controls are in place to guard the taxpayers' dollars. She will have office hours during May, at various locations, and encourages individuals to speak with her about concerns.

Mrs. Gilhousen indicated she is looking forward to enjoying family time over the summer and hopes families will enjoy their vacations and time together.

Adjournment (8:54 p.m.)

Superintendent of Schools

School Board Chair

DRAFT

School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

C2 - Payment of Annual Membership Dues for 2024-2025 to Florida School Boards Association

Description

The Florida School Boards Association (FSBA) provides valuable services to local school boards. These services include researching legislative issues important to school systems in Florida and representing their views before the Legislature, the State Board of Education, and other organizations interested in public education. FSBA also provides valuable leadership training for school board members.

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Approve payment of FSBA dues.

Contact

Ashley Gilhousen, Board Chair, ashley.gilhousen@myoneclay.net

Financial Impact

Budgeted item - \$23,299.00

Review Comments

Attachments

📎 [FSBA Renewal 2024-2025.pdf](#)



MEMORANDUM

March 5, 2024

TO: School Board Chairs

FROM: Tina Certain, FSBA President
Kim Amontree, FSBA Treasurer
Andrea Messina, FSBA Chief Executive Officer

SUBJECT: Annual FSBA Dues Renewal

You are a valued member of FSBA. Your continued leadership and commitment to your students and community is appreciated. Our members consistently tell us that one of the greatest values we serve is providing the intellectual and physical space for ongoing dialogue and networking with peers across the state. You and your district are an integral part of that network.

Your FSBA staff proudly serves you every day. We maintain the mission of increasing student achievement through the development of advocacy and leadership in public education. The Florida School Boards Association is the largest professional association for Florida School Board members. In addition to representing your views before the State Board of Education, the Department of Education, the Florida Legislature, Congress, and others, we pride ourselves on growing and adapting to best serve our members, and in turn, the students of Florida.

Your district dues help to ensure that FSBA is able to maintain the benefits members have come to expect, which include, but are not limited to:

- on-call consultation services, our most valued benefit
- regular publications, updates, and analyses
- newsfeed and legislative tracking and summaries
- \$100,000 accidental death insurance policy
- exclusive access to national membership associations and trainings
- discounts on valued products and services

Your dues also allow the association to continue improving and expanding the services, trainings, and resources our members request. Visit the FSBA website (<https://fsba.org/forms-publications>) to see the full accomplishments from the 2022-2023 year via our Annual Report.

FSBA bylaws require the General Membership to approve dues rates at the Annual Joint Conference meeting. On November 30, 2023, the General Membership unanimously approved the dues schedule with a **2% increase for the 2024-25 year.**

We welcome your ongoing suggestions for the Association's improvement at any time. We sincerely appreciate your sustained membership and look forward to continuing to serve you through your voice—our voice—the voice of public education in Florida.

Enclosure

Cc: Superintendents
School Board Support Staff

TC/KA/ADM/ld

FLORIDA SCHOOL BOARDS ASSOCIATION
(850) 414-2578 FAX (850) 414-2585
203 S. MONROE STREET
TALLAHASSEE, FL 32301
www.fsba.org

INVOICE	
INVOICE DATE Mar 1, 2024	INVOICE NO. 12961

CLAY CO SCHOOL BOARD
 814 WALNUT STREET
 GREEN COVE SPRINGS, FL 32043-3199

PURCHASE ORDER NO.

ITEM DESCRIPTION	PRICE
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2024-25 Annual FSBA Dues (7/1/2024 - 6/30/2025) Should an individual board member wish to invoke 617.221 (2) F.S., please adjust invoice accordingly.

23,299.00

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For your convenience FSBA now accepts payment via ACH
 Account Name: Florida School Boards Association
 Bank Name: Servis First Bank
 Account Number: 5001388627
 Routing number: 062006505
 Remittance: dunlap@fsba.org

TOTAL AMOUNT DUE	\$23,299.00
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June 6, 2024 - Regular School Board Meeting

Title

C3 - Personnel Consent Agenda

Description

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

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

Approval of the Personnel Consent Agenda.

Strategic Plan Goal

Goal 2: Enact a highly effective recruitment and professional development plan along with opportunities for growth and career development to ensure all students have access to a world class education to become life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Strategy 2.1.1 Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS.

Strategy 2.1.3 Expand involvement in community-sponsored career fairs, providing the opportunity to recruit a diverse population to the multiple career paths within CCDS.

Strategy 2.1.4 Continue to streamline the application and onboarding process to successfully engage and hire quality applicants.

Strategy 2.1.5 Collaborate to strengthen CCDS' branding and marketing to increase the awareness and presence of career opportunities.

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

[June 6, 2024 Personnel Consent Agenda.pdf](#)

**DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA
April 4, 2024
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I. Administrative Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
MYERS, ERIC BRANDON LEAD BLDG AUTOMATION SYS COORD 12 MONTH	Division of Support Srvcs	Effective 2024-04-22 12 MONTH / Annual
SMITH, TERESA BAF COORDINATOR, BUS AFF 12 MONTH	Business Affairs	Effective 2024-04-15 12 MONTH / Annual
THOMAS, MARK ALLEN BUILDING OFFICIAL 12 MONTH	Division Of Support Services	Effective 2024-05-06 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>
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I. Administrative Actions

D. TRANSFER

Name/Assignment	Site	Contract
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I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
BRIGHT, STEVEN KYLE ROE ASST PRINCIPAL EL 12 MO 12 MONTH	Rideout Elementary	Effective 2024-06-27 RESIGNATION
COLEMAN, VICTORIA LEIGH FNS MANAGER FOOD SERVICES INTE CAFETERI	Food & Nutrition Srvc	Effective 2024-04-18 CONCLUDE EMPLOYMENT
FOGARTY, LAURA A DIRECTOR OF CLIMATE & CULTURE 12 MONTH	CLIMATE AND CULTURE	Effective 2024-06-27 RETIREMENT
LAWSON, JACQUELYN GAYLE MBE ASST PRINCIPAL EL 12 MO 12 MONTH	Middleburg Elementary	Effective 2024-06-30 RESIGNATION
MYERS, ERIC BRANDON MNT BAS TECH ASST 12 MO SU	Division of Support Srvc	Effective 2024-04-19 RESIGNATION
OSTEEN, LINETTE DAWN FNS MANAGER INTERN HIGH- SCHOOL CAFETERI	Food & Nutrition Srvc	Effective 2024-05-31 RESIGNATION
SMITH, TERESA BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	Effective 2024-04-12 RESIGNATION
VONGCHANTA, SHELLY TANH BAF COOR I ACCTS PAYABLE 12 MONTH	Business Affairs	Effective 2024-05-03 RESIGNATION

I. Administrative Actions

F. SUPPLEMENT

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

A. APPOINTMENT

Name/Assignment	Site	Contract
LAWSON, JACQUELYN GAYLE TT1 CURR SPEC 12 MO 12 MONTH	Middleburg Elementary	Effective 2024-07-01 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>
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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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III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
FAVORS, JILLIAN LAMEGAN OHS TEACHER, ROTC/MILITARY SH 11 MONTH	Oakleaf High School	Effective 2024-05-02 11 MONTH / interim
GRELLI, AUDRA MICHELLE HMR PERSONNEL ASST CONFIDEN	Lake Asbury Elementary	Effective 2024-06-03 CONFIDEN / Annual

DRAFT

III. Instructional Actions

B. RE-APPOINTMENT

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

C. RE-DESIGNATION

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

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
0.6	ADAMSON, ANGELA K MHS TEACHER, DROPOUT PREV SH 10 MONTH	Middleburg High	Effective 2024-05-31 RESIGNATION
	ADAMSON, ROBERT JOSEPH MHS TEACHER, DROPOUT PREV SH 10 MONTH	Middleburg High	Effective 2024-05-31 RESIGNATION
	BAKER, LILLIAN GRACE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Wilkinson Elementary	Effective 2024-05-31 RESIGNATION
	BULLOCK, LYNDSIE HALLE CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2024-05-31 RESIGNATION
	BUTLER, VONTRESE FEDRICK OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	Effective 2024-05-31 RESIGNATION
	CARTER, JESSICA DYKES KHH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Keystone Heights High School	Effective 2024-05-31 RESIGNATION
	CASIAS, RUTH ANN POE COUNSELOR, ELEM 10 MONTH	Plantation Oaks Elementary	Effective 2024-05-31 RESIGNATION
	CHISHOLM, DIANE G LAE TEACHER, SC, SIXTH GR 10 MONTH	Lake Asbury Elementary	Effective 2024-05-31 RETIREMENT
	COLEMAN, JENNIFER LEIGH RVE TEACHER, SC, FOURTH GR 10 MONTH	Ridgeview Elementary	Effective 2024-05-09 RESIGNATION
	CORY, JACQUELINE E KHH COUNSELOR, SH 11 MO 11 MONTH	Keystone Heights High School	Effective 2024-06-11 RETIREMENT
	CRAN, CARLA G AES TEACHER, SC, FIRST GR 10 MONTH	Argyle Elementary	Effective 2024-05-31 RETIREMENT
	CREWS, REBECCA LADAWN OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	Effective 2024-05-31 RESIGNATION
	DIAMOND, ANGELA CATHERINE DIS TEACHER, SC, SIXTH GR 10 MONTH	Doctors Inlet Elementary	Effective 2024-05-31 RESIGNATION
	DIUGUID, AMANDA JO SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	Effective 2024-05-31 RESIGNATION
	FOLSOM, AMBER NICOLE RVE TEACHER, VE/INCLUSION 10 MONTH	Ridgeview Elementary	Effective 2024-05-31 RESIGNATION
	FOX, COLIN H GCJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Green Cove Springs Junior High	Effective 2024-05-31 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
FRAZIER, KAREN ELIZABETH TT1 CURR SPEC 12 MO 12 MONTH	Title 1	Effective 2024-06-30 RESIGNATION
GOODE, TAMBRA DENEICE POE VE SELF-CONTAINED-ASD 10 MONTH	Plantation Oaks Elementary	Effective 2024-05-31 RESIGNATION
GREENE, ROBERT ANTHONY SPS TEACHER SC FIFTH GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-31 RESIGNATION
GRELLI, AUDRA MICHELLE LAE TEACHER, SC, THIRD GR 10 MONTH	Lake Asbury Elementary	Effective 2024-05-31 RESIGNATION
HAENSLY, REBECCA A AES TEACHER, SC, FIRST GR 10 MONTH	Argyle Elementary	Effective 2024-05-31 RETIREMENT
HAMMOND, KRISTIN CAROLINE ROE TEACHER, SC, SECOND GR 10 MONTH	Rideout Elementary	Effective 2024-05-31 RESIGNATION
HANSEN, MELISSA ANN DIS TEACHER, SC, FIRST GR 10 MONTH	Doctors Inlet Elementary	Effective 2024-05-31 RESIGNATION
HANSEN, TINA MARIE SLE TEACHER, INSTRUCT TECH EL 10 MONTH	Shadowlawn Elementary	Effective 2024-05-31 RESIGNATION
HERNANDEZ, ALEXANDER LUIS CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	Effective 2024-05-31 RESIGNATION
JACKSON JR, JOSEPH MATTHEW CHE TEACHER, SC, THIRD GR 10 MONTH	Clay Hill Elementary	Effective 2024-05-31 RESIGNATION
KOTZIERS, WILLIAM J LJH TEACHER, SCIENCE, JH 10 MONTH	Lakeside Junior High	Effective 2024-05-31 RESIGNATION
LARSEN, TINA MARIE GCJ TEACHER, MUSIC, JH 10 MONTH	Green Cove Springs Junior High	Effective 2024-05-31 RESIGNATION
LEE, KIMBERLY ANN TBE TEACHER, SC, FIFTH GR 10 MONTH	Thunderbolt Elementary	Effective 2024-05-31 RESIGNATION
LOPEZ, LIZ ARIANA POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	Effective 2024-05-31 RESIGNATION
LYNCH, NADINE LYNN SIP CURRICULUM COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2024-05-31 RESIGNATION
MACK, MARIAH C OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	Effective 2024-05-31 RESIGNATION
MCGOVERN, LISA L TEACHER SUPPORT COACH/TRAINER 10 MONTH	PROFESSIONAL DEVELOPMENT	Effective 2024-05-31 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

Name/Assignment	Site	Effective/Action
MELZER, SHANE MATTHEW CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2024-05-31 RESIGNATION
MILFORD, LAWRENCE BROCK CHS TEACHER, ART, SH 10 MONTH	Clay High	Effective 2024-05-31 RETIREMENT
MIMBS, JOHN ALAN KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights High School	Effective 2024-05-31 RESIGNATION
MOSELY, DAVID ALEXANDER KHH TEACHER, SOC STUD, SH 10 MONTH	Keystone Heights High School	Effective 2024-05-31 RESIGNATION
NGUYEN, ARIA THANH CGE TEACHER, SC, SIXTH GR 10 MONTH	Coppergate Elementary	Effective 2024-05-31 RESIGNATION
NGUYEN, VYDA POE TEACHER, SC, KINDERGARTEN 10 MONTH	Plantation Oaks Elementary	Effective 2024-05-31 RESIGNATION
PAYNE, KATIE ELAINE KHH TEACHER, BUSINESS ED 10 MONTH	Keystone Heights High School	Effective 2024-05-31 RESIGNATION
POLK, KATHRYN ELIZABETH MHS TEACHER, MUSIC, SH 10 MONTH	Middleburg High	Effective 2024-05-31 RESIGNATION
PONTON JR, JOHN WILLIAM OPJ TEACHER, SOC STUD, JH 10 MONTH	Orange Park Jr High	Effective 2024-05-31 RESIGNATION
PRUITT, LEAH CHRISTINE KHH TEACHER, MATHEMATICS, JH 10 MONTH	Keystone Heights High School	Effective 2024-05-31 RESIGNATION
RASHAD, SHA REFF ABDUL RHS TEACHER, ROTC/MILITARY SH 11 MONTH	Ridgeview High School	Effective 2024-06-11 RETIREMENT
RICE, CRYSTAL LYNN CHS TEACHER, FAMILY/CONSUMER 10 MONTH	Clay High	Effective 2024-05-31 RESIGNATION
ROSE, MARA RENEE FIH TEACHER, MUSIC, SH 10 MONTH	Fleming Island High School	Effective 2024-05-31 RETIREMENT
ROWE, CHERISH ANNMARIE AES TEACHER, SC, THIRD GR 10 MONTH	Argyle Elementary	Effective 2024-05-31 RESIGNATION
SCOLLO, DANIELLE ASHLEY FIE TEACHER, SC, FOURTH GR 10 MONTH	Fleming Island Elementary	Effective 2024-05-31 RESIGNATION
SIMMONS, CHRISTY LYN LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	Effective 2024-05-24 RESIGNATION
STEVENS, AARON ANDREW CEB TEACHER, SC, FOURTH	Charles E. Bennett Elementary	Effective 2024-05-31 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Effective/Action
	GR 10 MONTH		
	THOMAS, ERICA D CHS TEACHER, DROPOUT PREV SH 10 MONTH	Clay High	Effective 2024-05-31 RESIGNATION
	TOOKE, JACQUELYN MARIE RVE TEACHER, SC, THIRD GR 10 MONTH	Ridgeview Elementary	Effective 2024-05-31 RESIGNATION
	WALSH, KERRI LYNN CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2024-05-31 RESIGNATION
	WEEKS, STEPHANIE L CGE TEACHER, SC, THIRD GR 10 MONTH	Coppergate Elementary	Effective 2024-05-31 RESIGNATION
	WELLONS, TECHLA ANN DIS TEACHER, SC, FIFTH GR 10 MONTH	Doctors Inlet Elementary	Effective 2024-05-31 RETIREMENT
0.6	WHITE, JENNIFER LYNN FIH TEACHER, FAMILY/CONSUMER 10 MONTH	Fleming Island High School	Effective 2024-05-31 RESIGNATION
	WOODS, TERRY LEE TBE VE SELF-CONTAINED-IND 10 MONTH	Thunderbolt Elementary	Effective 2024-05-31 RETIREMENT

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III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	ADAMS II, STEPHEN DOUGLAS OHS BASEBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
0.5	BRYAN, LESLEE DAMPIER K12 DOD ACADEMIC CH, STEM SUPPLEME	PROFESSIONAL DEVELOPMENT	Appointment
0.5	CHAPMAN, CLAUDINE MARIE K12 DOD ACADEMIC CH, STEM SUPPLEME	Argyle Elementary	Appointment
	DACUNTO, AMANDA NOELLE OHS SOFTBALL FP ASST SH SUPPLEME	Oakleaf High School	Appointment
	DANIELS, GREGORY M KHH FOOTBALL ASST HS 25% SUPPLEME	Keystone Heights High School	Appointment
	DEHART, TYLER SCOTT OPH FOOTBALL ASST HS 25% SUPPLEME	Ridgeview High School	Appointment
0.5	ELLIOTT, NICHOLAS JEFFERSON GPE ELEM PERF/PROD SUPPLEME	Grove Park Elementary	Appointment
	ELMORE, KEVIN BIELTIA RHS FOOTBALL HD JV 25% SUPPLEME	Lakeside Elementary	Appointment
	HARRIS, SHERRONDA N OHS TRACK ASST SH SUPPLEME	Oakleaf High School	Resignation
	HARRIS, SHERRONDA N OHS TRACK HD SH SUPPLEME	Oakleaf High School	Appointment
	KINDLE, GERARD KRISHAWN WJH FOOTBALL ASST JH 25% SUPPLEME	Wilkinson Jr High	Resignation
	KINDLE, GERARD KRISHAWN WJH FOOTBALL HD JH 25% SUPPLEME	Wilkinson Jr High	Appointment
0.5	RAVENELL, SHALONDA TERRELLE OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Resignation
0.5	RICHARD, DANIEL PAUL OHS BASEBALL ASST SH SUPPLEME	Oakleaf High School	Appointment
	RYKALSKY, RYAN LEE OPJ FOOTBALL ASST JH 25% SUPPLEME	Orange Park Jr High	Appointment
	SCHMIDT, JACOB W RHS BASEBALL JV HD SH SUPPLEME	Ridgeview High School	Appointment
	SLATER, DANIEL C GCJ BASEBALL HEAD JH SUPPLEME	Green Cove Springs Junior High	Appointment
	THOMAS, KRISTOPHER DAVID OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	WILSON, LONZELL JAMAAR OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Resignation
	WOFFORD, MARK S OPJ FOOTBALL ASST JH 25% SUPPLEME	Orange Park Jr High	Resignation

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III. INSTRUCTIONAL ACTIONS 2023-2024

G. PENDING APPOINTMENTS

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

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III. INSTRUCTIONAL ACTIONS 2023-2024

H. OUT OF FIELD

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

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III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ALLEN, GINNY LEE MBE TEACHER, TITLE I, ELEM 10 MONTH	Middleburg Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
AMBURGEY, JILL LYNN LAJ TEACHER, SUPP FACIL 10 MONTH	Lake Asbury Junior High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
ANDREWS, CHELSEA DANIELLE TES TEACHER, SC, THIRD GR 10 MONTH	Tynes Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BEBOUT, JULIANA SUSANNE LAE COUNSELOR, ELEM 10 MONTH	Lake Asbury Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BERGIN, ALISON JUDITH MHS TEACHER, HEALTH SCIENCE ED 10 MONTH	Orange Park High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BIEBEL, BRANDEN MILLER WJH TEACHER, SOC STUD, JH 10 MONTH	Wilkinson Jr High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BRIGHT, DESTINY DENISE KHE TEACHER, SC, KINDERGARTEN 10 MONTH	Keystone Heights Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BROOKS, DREW MCFAUL WEC TEACHER, PHYSICAL ED EL 10 MONTH	W.E. Cherry Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
BRUNJES, SAMANTHA AGNES OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
CAGE, STACEY KAY OHS VE SELF-CONTAINED-IND 10 MONTH	Oakleaf High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
CASTLE, CORTNEY ANN OLJ TEACHER, RESEARCH/CRIT JH 10 MONTH	Oakleaf Junior High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
DAVIS, RHONDA JOYCE BLC TEACHER, READING, SH 10 MONTH	Bannerman Learning Center	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
DAWE, MICHELLE RANEE GCJ COUNSELOR, JH 10 MONTH 10 MONTH	Green Cove Springs Junior High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
DUPAS, KRISTA LEE POE TEACHER, PHYSICAL ED EL 10 MONTH	Plantation Oaks Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
ECKLOR, HEIDI ANN PREISCH AES MEDIA SPECIALIST, ELEM 10 MONTH	Argyle Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
FAVORS, JILLIAN LAMEGAN OHS TEACHER, ROTC/MILITARY SH 11 MONTH	Oakleaf High School	Effective 2024-07-17 11 MONTH / Instructional Probationary Annual
FITCHER, CYNTHIA ANN	Clay Hill Elementary	Effective 2024-08-05

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
CHE TEACHER, VE/INCLUSION 10 MONTH		10 MONTH / Instructional Probationary Annual
FRAZIER, KAREN ELIZABETH SUPERVISOR II ESOL 12 MONTH	Title 1	Effective 2024-07-01 12 MONTH / Annual
GOGGINS, EMILY JANE POE TEACHER, SC, KINDERGARTEN 10 MONTH	Plantation Oaks Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
GOLDBACH, EMILY MARIA OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
HARRISON, KIMBERLY KINSEY KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
KEENE, PRISCILLA PAIGE SPS TEACHER SC KINDERGARTEN 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
KNIGHT, GINA MARIE TBE TEACHER, SC, FIFTH GR 10 MONTH	Thunderbolt Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
KNIGHT, REX ALLEN CEB TEACHER, BEHAVIOR MGMT 10 MONTH	Charles E. Bennett Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
LLOYD, JANIE DARLENE KHH VE SELF-CONTAINED-ASD 10 MONTH	Keystone Heights High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MALTESE JR, GUY ANTHONY ESE TEACHER, VISUALLY IMPAIRED 10 MONTH	Oakleaf Junior High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MARTIN, CARLA MICHELLE KHH TEACHER, RESEARCH/CRIT JH 10 MONTH	Keystone Heights High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MCALLISTER, TIMOTHY P OPH TEACHER, ROTC/MILITARY SH 11 MONTH	Orange Park High	Effective 2024-07-17 11 MONTH / Instructional Probationary Annual
MCDUFFIE, KRISTEN BRIANNA MBE TEACHER, SC, FIFTH GR 10 MONTH	Middleburg Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MCEACHIN, MICHELLE POPE IRS CURR SPEC 11 MO 11 MONTH	Instructional Resources	Effective 2024-07-17 11 MONTH / Instructional Probationary Annual
MERCER, AMANDA MICHELLE AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MESSINEO, ANGELINA ROSE DIS TEACHER, SC, KINDERGARTEN 10 MONTH	Doctors Inlet Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
MILLER, AUSTIN BIE OHS TEACHER, SOC STUD, SH 10 MONTH	Oakleaf High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

A. APPOINTMENT

Name/Assignment	Site	Contract
MONTGOMERY III, RICHARD OLSON LJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lakeside Junior High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
PARRISH, CAROLYN GRIFFIS CHE TEACHER, SC, FIRST GR 10 MONTH	Clay Hill Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
SAZ-GONZALEZ, SARAH ALEJANDRA OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
SEXTON, AMBER MARIE MHS TEACHER, SUPP FACIL 10 MONTH	Middleburg High	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
SHALALA, STEPHANIE SCHILLER OVE TEACHER, SC, SIXTH GR 10 MONTH	Oakleaf Village Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
SPRATLIN, SHELBEY ARIANNA ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Mcrae Elementary	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
SZATMARI, SARAH CHRISITINE KHH TEACHER, SCIENCE, JH 10 MONTH	Keystone Heights High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual
URBINA, JUAN MANUEL OLJ TEACHER, PHYSICAL ED JH 10 MONTH	Oakleaf Junior High School	Effective 2024-08-05 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ADAMS, DEYONTE LEORLANDO ROE COUNSELOR, ELEM 10 MONTH	Rideout Elementary	10 MONTH / Annual
ADDISON, IVONNE MARIELY SPS TEACHER SC SIXTH GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
ALDRIDGE, NICOLE MELISSA AES COUNSELOR, ELEM 10 MONTH	Argyle Elementary	10 MONTH / Annual
ANDERSON, ANTON BLC TEACHER, PHYSICAL ED JH 10 MONTH	Bannerman Learning Center	10 MONTH / Annual
ANDERSON, DEBRA GEORGANNE WJH TEACHER, VE/INCLUSION 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
ARMONT, JERRELL WARDRIESE DOE COUNSELOR, ELEM 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
ATTEBERRY, BRITTNEY MICHELE CHE TEACHER, SC, FIFTH GR 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
AUSTIN, JESSICA LAUREN LAJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
AUTRY, JENNIFER DAWN LAE TEACHER, SC, SIXTH GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
AXTELL, GRACE LADEAN POE COUNSELOR, ELEM 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
BAILEY, DOROTHY V GPE TEACHER, SC, SIXTH GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
BAKER, SUZANNE RENEE FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	10 MONTH / Professional Services
BANKS, KATHLEEN E SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
BARBARO, LAUREN MICHELE OPJ COUNSELOR, JH 10 MONTH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
BARTLETT, ANNA LVOVNA OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
BARTLETT, KELCI JO SPS TEACHER SC THIRD GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
BATTON, BRITTANY TAYLOR PERRY SPC TEACHER, COMBINATION,	Swimming Pen Creek Elem	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
EL 10 MONTH		
BELL, ADELLE MARIE OHS TEACHER, FOREIGN LANG, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
BENEDICT, SHANNON NICOLE- PHARIS MBE TEACHER, SC, FOURTH GR 10 MONTH	Middleburg Elementary	10 MONTH / Annual
BERRY, ELYSE MARIE POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
BERRY, TAYLOR NICOLE FIH TEACHER, READING, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
BLAND, SHAWN ALLEN OHS TEACHER, SOC STUD, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
BLANKENSHIP, HALIE BROOKE DOE TEACHER, SC, THIRD GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
BODENSCHATZ, ERIN MICHAL OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	10 MONTH / Annual
BOIVIN, LAUREN CAMILLE SBJ TEACHER, ART, ELEM 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
BOLICK, MEGAN LEIGH OPE TEACHER, SC, FIRST GR 10 MONTH	Orange Park Elementary	10 MONTH / Annual
BRADLEY, ALICYN SYDNEY WJH TEACHER, MATHEMATICS, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
BRAMLITT, ALISON HUTSON PES TEACHER, ART, ELEM 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Annual
BRASHEAR JR, ARLIE FREDDIE LAJ TEACHER, SOC STUD, JH 10 MONTH	COUNTY-WIDE LEAVE	10 MONTH / Annual
BRASHEARS, JORDAN ELIZABETH SBJ TEACHER, SC, SECOND GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
BRAWER, AMANDA COAD ESE SPEC., ESE BEHAVIOR AN 12 MONTH	Exceptional Student Education	12 MONTH / Annual
BRENNAN, ANDREW JOSEPH CHS TEACHER, SCIENCE, SH 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
BRESHEARS, STEPHANIE LAVON WES TEACHER, VE/INCLUSION 10 MONTH	Wilkinson Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
BROCK SANCHEZ, KELLY MICHELLE LES BEHAVIOR SITE COACH 10 MONTH	Lakeside Elementary	10 MONTH / Annual
BROWN, CHASSITY DOMINIQUE AES TEACHER, SC, THIRD GR 10 MONTH	Argyle Elementary	10 MONTH / Annual
BROWN, DARIN PATRICK MHS TEACHER, MATHEMATICS, SR 10 MONTH	Middleburg High	10 MONTH / Professional Services
BUNKER, SABRINA POE TEACHER, PRE-KDG/ASD ESE 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
BURNETT, WILLIAM RYAN KHH TEACHER, MATHEMATICS, JH 10 MONTH	Keystone Heights High School	10 MONTH / Annual
BURR, JESSI MARLENE OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
BURR, SANDRA LADAWN DOE TEACHER, SCIENCE RESOURCE 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
CALLAWAY, CYNTHIA JANE SLE VE SELF-CONTAINED-LI 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
CARLIN, RACHEL ELIZABETH POE TEACHER, SC, SIXTH GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
CARSEY, JEANINE SUZANNE MRE TEACHER, SC, KINDERGARTEN 10 MONTH	Mcrae Elementary	10 MONTH / Annual
CARTER, ALEXIS BROOKE MHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
CARTER, LAUREN ADELLE AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	10 MONTH / Annual
CARVER, BOBBY E OHS VE SELF-CONTAINED-IND 10 MONTH	Oakleaf High School	10 MONTH / Annual
CAUDILL, MAKAYLA DEANN LAJ VE SELF-CONTAINED-ASD 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
CHADWELL JR, RICHARD THOMAS CHS TEACHER, FOREIGN LANG, SH 10 MONTH	Clay High	10 MONTH / Annual
CHAMBLESS, KATHLEEN ELIZABETH RHS MEDIA SPECIALIST, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
CHANEY, CLARICE MERCEDES OPH VE SELF-CONTAINED-EBD 10 MONTH	Orange Park High	10 MONTH / Annual
CHAPMAN, CLAUDINE MARIE AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	10 MONTH / Annual
CHAPMAN, KRISTEN DANIELLE CHE TEACHER, SC, FOURTH GR 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
CHEESEMAN, REGINA BERNADETTE ROE TEACHER, SC, KINDERGARTEN 10 MONTH	Rideout Elementary	10 MONTH / Annual
CHERNIAVSKY, VANESSA MARIE FIH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
CLEERE, SECILY RACHELLE SLE TEACHER, SC, SECOND GR 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
CLIFT, SHEILA RAE FIH TEACHER, VE/INCLUSION 10 MONTH	Fleming Island High School	10 MONTH / Annual
COALWELL, HANNAH ELIZABETH ROE TEACHER, SC, FIFTH GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
CODY, SUSAN LYNN OLJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
COKER, BRIAN HEATH KHH TEACHER, SOC STUD, SH 10 MONTH	Keystone Heights High School	10 MONTH / Annual
COLLINS, BIANCA TILNAY DOE TEACHER, VE/INCLUSION 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
COMER, BROOKE NOELLE CAPO LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
COOK, CHERISH HELEN GPE TEACHER, SC, THIRD GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
CORBITT, NICOLE CHRISTINE MRE TEACHER, SC, THIRD GR 10 MONTH	Mcrae Elementary	10 MONTH / Annual
COX, RANDI LAUREN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	10 MONTH / Annual
CRAWFORD, ERIN CATHERINE LAJ MEDIA SPECIALIST, JH	Lake Asbury Junior High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	10 MONTH		
	CRAWFORD, KEVIN NEIL OPJ TEACHER, SOC STUD, JH 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
	CRESPO, ALICIA JESSIE OHS TEACHER, HEALTH SCIENCE ED 10 MONTH	Oakleaf High School	10 MONTH / Annual
	CUMMINGS, GINA MARIA SPS TEACHER SC FOURTH GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
	DACUNTO, AMANDA NOELLE OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	11 MONTH / Annual
	DALLMANN, ROSE MARIE LAE TEACHER, SC, FIRST GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
	DANIELS, LISA RENE SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
	DAVEY, KAYLA LYNN AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	10 MONTH / Annual
	DAVIS, DENZELL LAANTHONY CHS TEACHER, PUBLIC SERVICE ED 10 MONTH	Clay High	10 MONTH / Annual
	DAVIS, MICHELLE FRANCES OHS TEACHER, RESEARCH/CRIT JH 10 MONTH	Oakleaf High School	10 MONTH / Annual
	DECORDOVA, ANGEL LEE SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
	DELPHA, KIMBERLY CGE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	10 MONTH / Annual
	DILLMAN, ALLEN HOWARD CHS TEACHER, INDUSTRIAL ED 10 MONTH	Clay High	10 MONTH / Annual
0.5	DONAHUE, COURTNEY OZARK TBE TEACHER, SC, KINDERGARTEN SPECIAL	Thunderbolt Elementary	SPECIAL / Annual
	DONALDSON, HOLLIE AMBER ROE TEACHER, SC, FIFTH GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
	DOWELL, AMY KELSEY RHS TEACHER, MATHEMATICS, SR 10 MONTH	Ridgeview High School	10 MONTH / Professional Services
	DOYLE, SARAH H DOE TEACHER, SC, FIRST GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
DUBOSE, RODNEY JEROME OHS ATHLETIC DIRECTOR 12 MONTH	Oakleaf High School	12 MONTH / Annual
DUNN, KRISTY ANN CEB TEACHER, SC, THIRD GR 10 MONTH	Charles E. Bennett Elementary	10 MONTH / Annual
ECKERSBERG, KATHLEEN CGE VE SELF-CONTAINED-EBD 10 MONTH	Coppergate Elementary	10 MONTH / Annual
EDWARDS, JACQUELIN RAE CHE TEACHER, VE/INCLUSION 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
EDWARDS, SABRIAN DEWAYNE AES TEACHER, SC, KINDERGARTEN 10 MONTH	Argyle Elementary	10 MONTH / Annual
EGLSTON, STEPHANIE MICHELLE OPH TEACHER, STRATEGIC INT 10 MONTH	Orange Park High	10 MONTH / Annual
EIFERT, CASSIDY ANNE PARKER SLE TEACHER, SC, FOURTH GR 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
ELLIOTT-WALLACE, ERIN DENESE KHH VE SELF-CONTAINED-ASD 10 MONTH	Keystone Heights High School	10 MONTH / Annual
ELMORE, KEVIN BIETIA RHS TEACHER, READING, SH 10 MONTH	Lakeside Elementary	10 MONTH / Annual
FARWELL, ERIN MICHELLE WEC VE SELF-CONTAINED-ASD 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
FETZNER, MATTHEW JOHN FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
FINESILVER, ANNA LEIGH OVE TEACHER, SC, FIFTH GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
FITE, JEFFERSON PERRY LAJ TEACHER, BUSINESS ED 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
FITZSIMMONS, MARY RAMSAY MCE TEACHER, SC, FOURTH GR 10 MONTH	Montclair Elementary	10 MONTH / Annual
FLOYD, VICKIE C MHS TEACHER, VE/INCLUSION 10 MONTH	Middleburg High	10 MONTH / Professional Services
FOLSOM, KIMBERLY FAYE MRE TEACHER, SC, FIFTH GR 10 MONTH	Mcrae Elementary	10 MONTH / Annual
FORD, ALICIA MICHELE OPH TEACHER, HEALTH SCIENCE ED 10 MONTH	Orange Park High	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
FORTNER, CHELSEA MACHELLE RHS TEACHER, SCIENCE, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
FOY, CHRISTOPHER LAUREN OHS TEACHER, PHYS ED SH 11MO 11 MONTH	Oakleaf High School	11 MONTH / Annual
FREEMAN, ASHLEY MARIE ROE TEACHER, VE/INCLUSION 10 MONTH	Rideout Elementary	10 MONTH / Annual
GAMBLE, BRYAN EUGENE OHS TEACHER, READING, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
GAMSBY, ELIZABETH NACOLE KHE TEACHER, SC, FOURTH GR 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual
GARDNER, VICTORIA FALLON WES TEACHER, SC, FIFTH GR 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
GENTILE, ALEXANDRIA GABRIEL POE TEACHER, SC, KINDERGARTEN 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
GENTRY, JAMES ARTHUR OPJ TEACHER, SUPP FACIL 10 MONTH	Orange Park Jr High	10 MONTH / Annual
GERON, MADISON ELISE LAE TEACHER, PRE-KDG/ASD ESE 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
GIBBS, MARY SAMANTHA KHH TEACHER, SCIENCE, SH 10 MONTH	Keystone Heights High School	10 MONTH / Annual
GIBSON, HANNAH GRACE LAJ TEACHER, VE/INCLUSION 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
GIDDENS, AMANDA UPCHURCH FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
GLIKAS, ALICIA RENAI DOE COUNSELOR, ELEM 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
GOMEZ, LOUIS FERNANDO WES TEACHER, VE/INCLUSION 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
GONZALES, JOYCE LYNN LORIO OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
GOULET, BRIANNA MARIE GPE TEACHER, SC, FOURTH GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
GOURLEY, TAYLOR PAIGE	Lake Asbury Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
LAE TEACHER, SC, FIFTH GR 10 MONTH		
GREEN, PATRICIA ELLIOTT TBE TEACHER, SC, THIRD GR 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual
GREER, NICHOLAS A WES TEACHER, SC, FOURTH GR 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
GRILLO, MARGARET E DOE TEACHER, SC, FOURTH GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
GUZMAN, VICTOR JOSE OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
HALEY, MORGAN ELIZABETH OVE TEACHER, SC, FIFTH GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
HALL, BRITTANY MONIQUE CHE TEACHER, SC, FIRST GR 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
HALL, JEFFREY SCOTT OVE TEACHER, SC, FOURTH GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
HAMILTON, EDRICK L ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Exceptional Student Education	10 MONTH / Annual
HAMILTON, KARA ANN ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
HANAGAN, JENNIFER MICHELLE OVE TEACHER, SC, FIFTH GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
HARRIS, HEIDI MERTEL DOE TEACHER, SC, FIRST GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
HATHAWAY, CATHERINE MICHELLE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Clay Hill Elementary	10 MONTH / Annual
HAUBER, JENA NICOLE WEC TEACHER, SC, SECOND GR 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
HAY, LACEY RENEE ROE TEACHER, SC, FIFTH GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
HAYNES, MATTHEW ELIJAH OPH TEACHER, SCIENCE, SH 10 MONTH	Orange Park High	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
HERNANDEZ, TANAIRI STS SCHOOL SOCIAL WORKER 10 MONTH	CLIMATE AND CULTURE	10 MONTH / Annual
HERRINGDINE, JASON KELLY WJH TEACHER, SOC STUD, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
HINES, MEGAN DANIELLE TES TEACHER, MUSIC, ELEM 10 MONTH	Tynes Elementary	10 MONTH / Annual
HOLCOMBE, COURTNEY GRAYCE SPC TEACHER, MUSIC, ELEM 10 MONTH	Swimming Pen Creek Elem	10 MONTH / Professional Services
HOLMES, BO'NESHIA TIERRA AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	10 MONTH / Annual
HOUSTON, ASHLEY NICHOLE MHS TEACHER, PHYSICAL ED SH 10 MONTH	Middleburg High	10 MONTH / Annual
HUNKELE, MARY LEE STS SCHOOL SOCIAL WORKER 10 MONTH	CLIMATE AND CULTURE	10 MONTH / Annual
HUNT, CYNTHIA JEEN GCJ TEACHER, SCIENCE, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
IRIGOYEN, CECILIA FIE TEACHER, SC, KINDERGARTEN 10 MONTH	Charles E. Bennett Elementary	10 MONTH / Annual
ITANI, MADISON MARIE WES TEACHER, SC, THIRD GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
JACKSON, NICOLE LEEANN DOE TEACHER, SC, THIRD GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
JAMES, SHADERRIKA LASHAY WEC TEACHER, SC, FOURTH GR 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
JANKE, SHANNON NICOLE OLJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
JEAN-BAPTISTE, EDWIN NATHANIEL OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
JENKINS, KENNETH AARON DOE TEACHER, SC, FOURTH GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
JOHNSON JR, EDWARD JERMELL AES TEACHER, PHYSICAL ED EL 10 MONTH	Argyle Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
JOHNSON, ASHLEY MENTIE OHS TEACHER, MATHEMATICS, SR 10 MONTH	Oakleaf High School	10 MONTH / Annual
JOHNSON, TOCOREY CORNELIUS POE TEACHER, MUSIC, ELEM 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
JOLLEY, MIRANDA GAIL MRE TEACHER, VE/INCLUSION 10 MONTH	Mcrae Elementary	10 MONTH / Annual
KARST-SMITH, SUSAN MARGARET AES TEACHER, VE/INCLUSION 10 MONTH	Argyle Elementary	10 MONTH / Annual
KELLEY, ESTHER ANNE ESE TEACHER, HOSP/HOMEBND 10 MONTH	Exceptional Student Education	10 MONTH / Annual
KERR, ANNETTE ELIZABETH CGE TEACHER, SC, FIRST GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
KEYWORTH, JENNIFER LEE LES TEACHER, PRE-K/ BEHAVIOR ESE 10 MONTH	Lakeside Elementary	10 MONTH / Annual
KIO, PAIGE RACHEL OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
KITE, ANGELA RENEE SPC TEACHER, COMBINATION, EL 10 MONTH	Swimming Pen Creek Elem	10 MONTH / Annual
KONIOS, CHRISTOPHER STEVEN OHS TEACHER, SOC STUD, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
KOSSUTH, MICHAEL JAMES TBE VE SELF-CONTAINED-IND 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual
KRUGER, CARRYN LYN CGE TEACHER, SC, FOURTH GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
LABERIS, SEAN CHRISTOPHER OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
LASKO, LAUREN KATHLEEN GCJ TEACHER, SUPP FACIL 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
LAYTON, BAILEY ASHTON TES TEACHER, SC, SIXTH GR 10 MONTH	Tynes Elementary	10 MONTH / Annual
LAZENBY, KRISTINA MARIE SPS TEACHER PRE-KDG ESE 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
LEE, CAROLINE MELANIE	Orange Park High	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH		
	LESLIE, TINA MARIE SPC TEACHER, SC, FIRST GR 10 MONTH	Swimming Pen Creek Elem	10 MONTH / Annual
	LEWIS, LEIGH ANN SPS TEACHER VE/INCLUSION 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
	LEWIS, SYDNEY LEE LAJ TEACHER, MATHEMATICS, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
	LOCKLIN, TOM DEAN OPJ TEACHER, ART, JH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
	LOGSDON, CHELSEA NOELLE OLJ TEACHER, VE/INCLUSION 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
	LOMONACO, MICHAEL CHRISTOPHER LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
	LOPEZ, KYE R MBE TEACHER, PHYSICAL ED EL 10 MONTH	Middleburg Elementary	10 MONTH / Annual
	LUCAS, AMANDA FAY OLJ TEACHER, SUPP FACIL 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
	LUKE, LANDON ALEXANDER CHS TEACHER, SCIENCE, SH 10 MONTH	Clay High	10 MONTH / Annual
	LUTZ III, CHARLES ALBERT CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	10 MONTH / Annual
	MANISCALCO, STACEY NEILE GPE TEACHER, SC, FIRST GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
	MANN, CHELSEA LYNN LAE TEACHER, SC, FOURTH GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
	MARCOS, MARIA SOCORRO T MCE TEACHER, SC, SECOND GR 10 MONTH	Montclair Elementary	10 MONTH / Annual
0.8	MARTIN, TIFFANY SPENCER ESE TEACHER, SPEECH CLINICIAN SPECIAL	Shadowlawn Elementary	SPECIAL / Annual
	MARTINEZ, PATRICIA ELISABETH FIE TEACHER, VE/INCLUSION 10 MONTH	Lakeside Elementary	10 MONTH / Annual
	MATTHIES, LINDSEY KAYLENE	Keystone Heights Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
KHE TEACHER, SC, SIXTH GR 10 MONTH		
MAYER, ISAAC MICHAEL SPC TEACHER, SC, SIXTH GR 10 MONTH	Swimming Pen Creek Elem	10 MONTH / Annual
MEEK, ALYSSA JORDAN MBE TEACHER, SC, FIFTH GR 10 MONTH	Middleburg Elementary	10 MONTH / Annual
MELANCON, AUCHE SERENA DIS TEACHER, SC, SECOND GR 10 MONTH	Doctors Inlet Elementary	10 MONTH / Annual
MELGARD, ALLISON TAYLOR LAJ TEACHER, FOREIGN LANG, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
MELTON, SANDRA KAY CGE TEACHER, SC, THIRD GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
MESTAS, DAVID BRADFORD MHS TEACHER, SCIENCE, SH 10 MONTH	Middleburg High	10 MONTH / Annual
MIKELSTEIN, ASHLEY NICOLE SPS TEACHER SC SIXTH GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
MILLER, TRACI MICHELLE AES TEACHER, SC, SIXTH GR 10 MONTH	Argyle Elementary	10 MONTH / Annual
MITCHELL, J PAIGE ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Exceptional Student Education	10 MONTH / Professional Services
MITCHELL, JORDAN MADISON SPS TEACHER VE/INCLUSION 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
MOORE, ALANNA FOREVER MHS TEACHER, TECHNOLOGY ED 10 MONTH	Middleburg High	10 MONTH / Annual
MOORE, MARTINA SHAWNTAE OHS TEACHER, SUPP FACIL 10 MONTH	Oakleaf High School	10 MONTH / Annual
MORALES, ALIANA OLJ TEACHER, MUSIC, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
MORALES, NILSA NOEMI SBJ TEACHER, SC, SIXTH GR 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
MORAN, HAYLEY GRACE POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
MORGAN, MICHAEL SCOTT OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
MORIN, ASHLEY ELIZABETH LAJ TEACHER, LANGUAGE ARTS, JH	Lake Asbury Junior High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
10 MONTH		
MOSLEY, JESSICA DANIELLE WJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
MULLEN, SYDNEY SUZANNE SLE TEACHER, SC, KINDERGARTEN 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
MYERS, ANGELA RAE LJH TEACHER, READING, JH 10 MONTH	Lakeside Junior High	10 MONTH / Annual
NELSON, ROBIN FARLEY OLJ TEACHER, SCIENCE, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
NEWBERRY, LEAH JEANINE TBE TEACHER, SC, SIXTH GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
NEWELL III, CHARLES ALFRED FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
NEWMANS, SARAH LYNN WJH TEACHER, SOC STUD, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
NOLAN, TRAVIS WILLIAM SPECIALIST, SEDNET 12 MONTH	SEDNET	12 MONTH / Annual
O CONNOR, ROBERT JEFFREY RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual
OLIVER II, GLEN JOSEPH MCE TEACHER, SC, FIFTH GR 10 MONTH	Montclair Elementary	10 MONTH / Annual
OLMSTEAD, JENNIFER LEE ROE TEACHER, SC, FOURTH GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
OUELLETTE, ALLYSON PAIGE DOE TEACHER, SC, FOURTH GR 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
PADGETT, CONNIE DIANNE KHE TEACHER, SC, SECOND GR 10 MONTH	Keystone Heights Elementary	10 MONTH / Professional Services
PATRICK, JAMEE LEANN LES TEACHER, SC, SECOND GR 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Professional Services
PATTERSON, RICHARD JAMES OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	10 MONTH / Annual
PELESKO, NATALIE RENEE CGE TEACHER, SC, FIFTH GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
PENDLETON, ASHLEY ELIZABETH OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
PIKE, ZEBULON MONTGOMERY WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
POE, JANELLE LEA BLC VE SELF-CONTAINED-EBD 10 MONTH	Bannerman Learning Center	10 MONTH / Annual
POLAN, MORGAN BETH MBE COUNSELOR, ELEM 10 MONTH	Middleburg Elementary	10 MONTH / Annual
POMEROY, CHEYENNE DAKOTA ROE TEACHER, SC, SECOND GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
PRICE JR, RAY MERLE OPH TEACHER, SCIENCE, SH 10 MONTH	Orange Park High	10 MONTH / Annual
PRICE, ANDREA LYNN TBE TEACHER, SC, FIRST GR 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual
PRICE, SUSAN ILENE CGE TEACHER, SC, FOURTH GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
PRICHARD, SARAH ANN RVE TEACHER, SC, THIRD GR 10 MONTH	Ridgeview Elementary	10 MONTH / Annual
PRIEST, AMY ANNE LAE TEACHER, SC, THIRD GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
PROSSER, MELISSA ELIZABETH ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual
QUIETT, SARA ELIZABETH MBE TEACHER, SC, FOURTH GR 10 MONTH	Middleburg Elementary	10 MONTH / Annual
RAMEY, KAREN BRYAN LAE TEACHER, SC, FIRST GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
RAMSEY, CARLY ANN DOE TEACHER, SC, KINDERGARTEN 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
RAUTH, MEGAN LOUISE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Grove Park Elementary	10 MONTH / Annual
RAY, ALLYSON MICHELLE LAE TEACHER, SC, SIXTH GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
RAY, AUTUMN NICOLE OPJ TEACHER, SCIENCE, JH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
REID, ANTOINETTE CASANDRA OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
RICE, NICOLE ELIZABETH ESE OCCUPATIONAL THERAPIST 10 MONTH	Argyle Elementary	10 MONTH / Annual
RIDDLE, BRANDI LEA SBJ TEACHER, VE/INCLUSION 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
ROBINSON, LASANDRA ROCHELLE RHS TCH, FAM CONS/CHILD CC DIR 10 MONTH	Ridgeview High School	10 MONTH / Annual
ROCKWELL, JESSICA L DEAN-JH 10 MONTH	Wilkinson Jr High	10 MONTH / Annual
ROE, CHRISTINE PAULINE OHS TEACHER, HEALTH SCIENCE ED 10 MONTH	Oakleaf High School	10 MONTH / Annual
ROUNTREE STOCKTON, ASHLEY NICHOLE SLE TEACHER, SC, SIXTH GR 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
RUBIE, CIARA NICOLE WEC TEACHER, SC, FOURTH GR 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
SAGREDO, LISA MARIE POE TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
SANDERS, CARRIE JEAN SPS TEACHER SC KINDERGARTEN 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
SANDERS, MELISSA GRACE FIH TEACHER, SOC STUD, SH 10 MONTH	Fleming Island High School	10 MONTH / Annual
SAYMIKNHA, YOLANDA MBE TEACHER, VE/INCLUSION 10 MONTH	Middleburg Elementary	10 MONTH / Annual
SCHILLER, LISA LOUSIE WES TEACHER, SC, KINDERGARTEN 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
SCHMEHL, LUCINDA DREW OHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf High School	11 MONTH / Annual
SCHOENTHALER, BRITTANY MICHELLE FIE TEACHER, VE/INCLUSION 10 MONTH	Fleming Island Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
SCOTTO, RONALD JOSEPH GPE COUNSELOR, ELEM 10 MONTH	Grove Park Elementary	10 MONTH / Annual
SELBY, LYNDA MARIE ROE TEACHER, SC, SIXTH GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
SELPH, NANCY SUE KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual
SENTERS, TYLER ALEXANDER CHS TEACHER, DROPOUT PREV SH 10 MONTH	Clay High	10 MONTH / Annual
SERRANO MELENDEZ, BRENDA LEE GPE TEACHER ENGLISH LANG DEV. 10 MONTH	Grove Park Elementary	10 MONTH / Annual
SESSIONS, NATALIE LYNN CVA CURR SPEC 10 MO 10 MONTH	Clay Virtual Academy	10 MONTH / Annual
SGRO, DENNIS NATHAN CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	10 MONTH / Annual
SHAW, LAUREL BLISS MBE TEACHER, SC, FIRST GR 10 MONTH	Middleburg Elementary	10 MONTH / Annual
SHEPARD, GILLIAN MARGARET LES TEACHER, VE/INCLUSION 10 MONTH	Lakeside Elementary	10 MONTH / Annual
SIKES, MARY ELIZABETH LAE TEACHER, SC, KINDERGARTEN 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
SLAVANT, LAUREN NICOLE AES TEACHER, ART, ELEM 10 MONTH	Argyle Elementary	10 MONTH / Annual
SLOAN, OCTAVIA SHONTA OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
SMITH, GENNIFER DENISE OPH COUNSELOR, SH 11 MO 11 MONTH	Orange Park High	11 MONTH / Annual
SMITH, HANNAH MARIE OPH TEACHER ESE APP TECH 10 MONTH	Orange Park High	10 MONTH / Annual
SMITH, MELANIE CELESTE OPH TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park High	10 MONTH / Annual
SPENCER, ROBERT RIDDICK GCJ TEACHER, SCIENCE, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
SPINA, MARIA MARILENA AES TEACHER, SC,	Argyle Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

Name/Assignment	Site	Contract
KINDERGARTEN 10 MONTH		
SPIRATOS, FARRAH YVONNE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
STARLING, DEIDRE ELAINE MHS TEACHER, SUPP FACIL 10 MONTH	Exceptional Student Education	10 MONTH / Annual
STETTNER, ARYN ANN BLC VE SELF-CONTAINED-ASD 10 MONTH	Bannerman Learning Center	10 MONTH / Annual
STEVENS, KYMBERLY LAVOHN BASS OVE TEACHER, SC, SIXTH GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
STONE, MACKENZIE BROOKE LAJ TEACHER, AGRICULTURE 11 MONTH	Lake Asbury Junior High School	11 MONTH / Annual
STORK, ELIZABETH ROSE GCJ TEACHER, MATHEMATICS, JH 10 MONTH	Green Cove Springs Junior High	10 MONTH / Annual
STOUDNOUR, KELLY LAUREN TBE TEACHER, SC, FIFTH GR 10 MONTH	Thunderbolt Elementary	10 MONTH / Annual
STRINGER, MAURA DANIELLE GCJ COUNSELOR, JH 11 MONTH 11 MONTH	Green Cove Springs Junior High	11 MONTH / Annual
STUARD, KYLE ANTHONY OHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
STYLES, MICHAEL OHS TEACHER, STRATEGIC INT 10 MONTH	Oakleaf High School	10 MONTH / Annual
SWYERS, SKYLER NOEL MHS TEACHER, SCIENCE, SH 10 MONTH	Middleburg High	10 MONTH / Annual
SYKES, NICOLE JOY KHE TEACHER, GIFTED 10 MONTH	Keystone Heights Elementary	10 MONTH / Annual
TANNER, ALEX ANDREA SLE TEACHER, MUSIC, ELEM 10 MONTH	Shadowlawn Elementary	10 MONTH / Annual
TAYLOR, SARAH JANE LES TEACHER, SC, THIRD GR 10 MONTH	Lakeside Elementary	10 MONTH / Annual
TBER, MONICA KELLY FIH TEACHER, MATHEMATICS, SR 10 MONTH	Fleming Island High School	10 MONTH / Annual
TERRY, BONNIE MICHELE PES VE SELF-CONTAINED-LI 10 MONTH	Robert M. Paterson Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
THOMAS, JESSICA LYNN CGE TEACHER, SC, FOURTH GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
THOMPSON MESSICK, ALISON ELIZABETH OLJ TEACHER, SUPP FACIL 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
THOMPSON SR, DEMETRIUS L OPJ TEACHER, SCIENCE, JH 10 MONTH	Lake Asbury Junior High School	10 MONTH / Annual
TIPTON, LINDA HARRIS CGE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	10 MONTH / Annual
TITCHENELL, JASMINE ELIZABETH OVE TEACHER, SC, FIRST GR 10 MONTH	Oakleaf Village Elementary	10 MONTH / Annual
TRASK, LAURA MARIE GPE TEACHER, SC, THIRD GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
TRAVALINE, MIA ASHLEIGH SPS TEACHER SC THIRD GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
TRIPLETT, REBECCA JOANN MHS TEACHER, BUSINESS ED 10 MONTH	Middleburg High	10 MONTH / Annual
TROWELL, CHRISTOPHER JAMES KHH TEACHER, INDUSTRIAL ED 10 MONTH	Keystone Heights High School	10 MONTH / Annual
TRUJILLO, ISABELLA ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Exceptional Student Education	10 MONTH / Annual
TULLY, NICOLE MARIE POE TEACHER, SC, SECOND GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
TURKNETT, CAROL ANN WEC TEACHER, PRE-KDG ESE 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
UNTIVERO, RAINA JENICA HECHANOVA SPS TEACHER SC FIRST GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
VAN HOOK, LAURA J SBJ COUNSELOR, ELEM 10 MONTH	S. Bryan Jennings Elementary	10 MONTH / Annual
VANDEN HEUVEL, GAIL LYNN LES TEACHER, SC, SECOND GR 10 MONTH	Lakeside Elementary	10 MONTH / Annual
VANDYKE, JOHNISHA GLORI AES TEACHER, VE/INCLUSION 10 MONTH	Argyle Elementary	10 MONTH / Annual
VERNON, ROSANNE MARIE	Rideout Elementary	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ROE TEACHER, SC, THIRD GR 10 MONTH		
VESTRI, CARLY KRISTYNA SPS TEACHER SC SECOND GR 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
VON LEUE, AMBER LYNN LAE TEACHER, SC, FIFTH GR 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
WALKER, KAITLYN ANN MRE TEACHER, PRE-KDG ESE 10 MONTH	Mcrae Elementary	10 MONTH / Annual
WANAMAKER, KATHRYN ELISE STS SCHOOL SOCIAL WORKER 10 MONTH	CLIMATE AND CULTURE	10 MONTH / Annual
WATSON, AMANDA PAGE OPE TEACHER, SC, SIXTH GR 10 MONTH	Orange Park Elementary	10 MONTH / Annual
WATSON, AMY JAN GPE TEACHER, SC, THIRD GR 10 MONTH	Grove Park Elementary	10 MONTH / Annual
WETHERINGTON, STEPHANIE NICOLE MBE TEACHER, VE/INCLUSION 10 MONTH	Middleburg Elementary	10 MONTH / Annual
WHEELER, KIM MARIE WEC TEACHER, SC, FIFTH GR 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
WHITE, MONA ELNORA CGE TEACHER, SC, THIRD GR 10 MONTH	Coppergate Elementary	10 MONTH / Annual
WILCOX, KATIE ELIZABETH WES TEACHER, SC, FIFTH GR 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
WILKES, MEGHAN LEIGH OLJ TEACHER, PHYSICAL ED JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
WILLIAMS, LAUREN ASHLEY ROE TEACHER, SC, THIRD GR 10 MONTH	Rideout Elementary	10 MONTH / Annual
WILLITS, GABRIELLE KATHERINE OPH TEACHER, SCIENCE, SH 10 MONTH	Orange Park High	10 MONTH / Annual
WILSON, ALLISON JO ESE TEACHER, SPEECH CLINICIAN 10 MONTH	SPRING PARK ELEMENTARY SCHOOL	10 MONTH / Annual
WILSON, HEAVEN TRINITY OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	10 MONTH / Annual
WILSON, ROBERT M LJH TEACHER, SOC STUD, JH 10 MONTH	Lakeside Junior High	10 MONTH / Professional Services
WINKLER, AUSTIN WADE LAJ TEACHER, LANGUAGE	Lake Asbury Junior High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
ARTS, JH 10 MONTH		
WOOD, SLOANE ASHLEY DIS TEACHER, MUSIC, ELEM 10 MONTH	Doctors Inlet Elementary	10 MONTH / Annual
WRENN, KELSEY ELIZABETH BRANZ FIH TEACHER, BUSINESS ED 10 MONTH	Fleming Island High School	10 MONTH / Annual
WRIGHT, TONYA LANETTE GPE TEACHER, SC, KINDERGARTEN 10 MONTH	Grove Park Elementary	10 MONTH / Annual
WYLIE JR, ROBERT LJH TEACHER, TECHNOLOGY ED 10 MONTH	Lakeside Junior High	10 MONTH / Annual
ZELLERS, TRACY LYNN POE TEACHER, SC, SIXTH GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual

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III. Instructional Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
KASTELZ, HEATHER MICHELE ESE SCHOOL SITE SPECIALIST 11M 11 MONTH	Exceptional Student Education	EFFECTIVE 07/17/2024 / REDESIGNATE FROM ESE SCHOOL SITE SPECIALIST / 10 MONTH MONTH
MORALES, INGRID MHS TEACHER, DROPOUT PREV SH 10 MONTH	Middleburg High	EFFECTIVE 08/05/2024 / REDESIGNATE FROM MHS COUNSELOR, SH / 11 MONTH
SAD, MANDY LYNNE STS COUNSELOR, SH 11 MO 11 MONTH	CLIMATE AND CULTURE	EFFECTIVE 07/17/2024 / REDESIGNATE FROM STS COUNSELOR SH / 10 MONTH
WHYTE, MARGO-LYN STS COUNSELOR, SH 12 MO 12 MONTH	CLIMATE AND CULTURE	EFFECTIVE 07/01/2024 / REDESIGNATE FROM STS COUNSELOR, SH / 11 MONTH

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III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
ACKERMAN, CASSIDY IRENE FIE TEACHER, PRE-KDG/ASD ESE 10 MONTH	Lakeside Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM LES TEACHER, PRE-KDG ESE / 10 MONTH
ADAMS, LAURA ASHLEY OVE DEAN ELEMENTARY 10 MONTH	Clay High	EFFECTIVE 08/05/2024 / TRANSFER FROM CHS TEACHER, MATHEMATICS, SR / 10 MONTH
ANDREWS, ABBIE L ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Middleburg High	EFFECTIVE 08/05/2024 / TRANSFER FROM MHS TEACHER, SUPP FACIL / 10 MONTH
BROOKS, MEGGHAN ELIZABETH OHS TEACHER, SUPP FACIL 10 MONTH	Oakleaf Village Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM OVE TEACHER, SC, THIRD GR/ 10 MONTH
BUCKLER, VALERIE SUZANNE CEB TEACHER ENGLISH LANG DEV. 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM TBE TEACHER, SC, FIRST GR / 10 MONTH
CALCIANO, BETH ANNE ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Lakeside Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM LES TEACHER, VE/INCLUSION / 10 MONTH
CORBETT, JESSICA LYNNE ROE TEACHER, SC, FIRST GR 10 MONTH	Middleburg Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM MBE TEACHER, TITLE I, ELEM / 10 MONTH
COSTON, KATHERINE MORGAN ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/05/2024 / TRANSFER FROM LAJ VE SELF- CONTAINED-IND / 10 MONTH
CREWS, VANESSA NICOLE SBJ TEACHER, SC, FIRST GR 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM POE TEACHER, SC, KINDERGARTEN / 10 MONTH
DAMPIER, ANNA REBECCA KHH COUNSELOR, SH 11 MO 11 MONTH	Keystone Heights Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM KHE COUNSELOR, ELEM / 10 MONTH
DANZ, NICOLE MELISSA SBJ TEACHER, SC, FIRST GR 10 MONTH	Grove Park Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM GPE TEACHER, SC, FIRST GR/ 10 MONTH
DASKAWISZ, SUSAN TERESA OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM POE TEACHER, SC, KINDERGARTEN / 10 MONTH
DEMERITT, KATIE CRISS	Clay Hill Elementary	EFFECTIVE 08/05/2024 /

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
LAE TEACHER, SC, THIRD GR 10 MONTH		TRANSFER FROM CHE TEACHER, SC, SECOND GR / 10 MONTH
DUCHEMIN, MICHELLE MICHAEL OPH TEACHER, MUSIC, SH 10 MONTH	Lakeside Junior High	EFFECTIVE 08/05/2024 / TRANSFER FROM LJH TEACHER, MUSIC, JH / 10 MONTH
EVERSON, HEIDI ELIZABETH KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM KHE TEACHER, SC, THIRD GR / 10 MONTH
FEHRS, AMBER KAYE TEACHER SUPPORT COACH/TRAINER 10 MONTH	Middleburg High	EFFECTIVE 08/05/2024 / TRANSFER FROM MHS TEACHER, LANGUAGE ARTS, SH / 10 MONTH
FOSTER, MARY DEE RHS TEACHER, VE/INCLUSION 10 MONTH	Orange Park Jr High	EFFECTIVE 08/05/2024 / TRANSFER FROM OPJ TEACHER, SCIENCE, JH / 10 MONTH
FRYE, COURTNEY JEAN SBJ TEACHER, SC, SECOND GR 10 MONTH	Grove Park Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM GPE TEACHER, SC, SECOND GR / 10 MONTH
GARNER, WILLIAM HENRY RHS TEACHER, SUPP FACIL 10 MONTH	Lakeside Junior High	EFFECTIVE 08/05/2024 / TRANSFER FROM LJH TEACHER, READING, JH / 10 MONTH
GELEGAN, AMANDA MARIE FIE TEACHER, SC, SECOND GR 10 MONTH	Swimming Pen Creek Elem	EFFECTIVE 08/05/2024 / TRANSFER FROM SPC TEACHER, SC, THIRD GR / 10 MONTH
GRANT, CHERYL GWENA OVE TEACHER, SC, THIRD GR 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM POE TEACHER, SC, THIRD GR / 10 MONTH
GUMS, SARA ELIZABETH WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM WES TEACHER, SC, THIRD GR / 10 MONTH
HALIFKO, LUCILLE V SPS TEACHER SC KINDERGARTEN 10 MONTH	Lakeside Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM LES TEACHER, SC, SECOND GR / 10 MONTH
HANSON, SARAH ELLIOTT SPS TEACHER VE/INCLUSION 10 MONTH	Lake Asbury Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM LAE TEACHER, VE/INCLUSION/ 10 MONTH
HAYDEN, NICOLE ASHLEY TBE TEACHER, SC, FIRST GR 10 MONTH	Coppergate Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM CGE TEACHER, SC,

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
		KINDERGARTEN / 10 MONTH
JENSEN, TINA MARIE TES TEACHER, SC, FIFTH GR 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM POE TEACHER, SC, THIRD GR / 10 MONTH
JOHNSON, CAMERON MAE SIP CURRICULUM COACH/TRAINER 10 MONTH	Middleburg High	EFFECTIVE 08/05/2024 / TRANSFER FROM MHS VE SELF-CONTAINED-IND/ 10 MONTH
KNIGHT, SHERRILL NICOLE LJH TEACHER, SUPP FACIL 10 MONTH	Oakleaf High School	EFFECTIVE 08/05/2024 / TRANSFER FROM OHS TEACHER, SUPP FACIL / 10 MONTH
LAZZARO, JENNIFER LYNN OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM RVE TEACHER, SC, FIRST GR / 10 MONTH
LOHMAN, DEBORAH ANNE OVE TEACHER, SC, SIXTH GR 10 MONTH	Argyle Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM AES TEACHER, SC, SIXTH GR / 10 MONTH
LOHSE, ALISHA ROSE MHS COUNSELOR, SH 11 MO 11 MONTH	Oakleaf Junior High School	EFFECTIVE 08/05/2024 / TRANSFER FROM OIJ COUNSELOR, JH 10 MONTHS / 10 MONTH
MALONE, WENDY OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM RVE TEACHER, SC, KINDERGARTEN / 10 MONTH
MARTIN, MAUREEN ANN MHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	EFFECTIVE 08/05/2024 / TRANSFER FROM OHS TEACHER, SUPP FACIL / 10 MONTH
MASTANDREA, DANIELLE E OVE TEACHER, SC, KINDERGARTEN 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM RVE TEACHER, SC, KINDERGARTEN / 10 MONTH
MCEARL, CHARLENE CRYSTAL CEB TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM AES TEACHER, SC, FOURTH GR / 10 MONTH
MCLANE, KIMBERLY ANN MBE TEACHER, SC, SIXTH GR 10 MONTH	Rideout Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM ROE TEACHER, SC, SIXTH GR / 10 MONTH
MEADORS, JENNIFER MICHELLE RHS TEACHER, LANGUAGE	Robert M. Paterson Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM PES TEACHER, SC, FOURTH GR/ 10

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
ARTS, SH 10 MONTH		MONTH
MICHAELS, MELISSA DAWN RHS TEACHER, LANGUAGE ARTS, SH 10 MONTH	Orange Park Jr High	EFFECTIVE 08/05/2024 / TRANSFER FROM OPJ TEACHER, LANGUAGE ARTS, JH / 10 MONTH
NEBESNYK, HEIDI RENE FIE TEACHER, VE/INCLUSION 10 MONTH	Swimming Pen Creek Elem	EFFECTIVE 08/05/2024 / TRANSFER FROM SPC TEACHER, VE/INCLUSION / 10 MONTH
NERO, CARLA LINNEA LAE TEACHER, SUPP FACIL 10 MONTH	Ridgeview Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM RVE TEACHER, VE/INCLUSION / 10 MONTH
NOLAN, DARYAN BROOKE OHS TEACHER, BUSINESS ED 10 MONTH	Wilkinson Jr High	EFFECTIVE 08/05/2024 / TRANSFER FROM WJH TEACHER, BUSINESS ED / 10 MONTH
PADGETT, TIFFANY K CHS TEACHER, VE/INCLUSION 10 MONTH	Shadowlawn Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM SLE TEACHER, SC, KINDERGARTEN / 10 MONTH
PARSONS, VIRGINIA A MRE TEACHER, SC, FOURTH GR 10 MONTH	Keystone Heights Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM KHE TEACHER, SC, FOURTH GR / 10 MONTH
PENDARVIS, ESTELLA DENTON CHE TEACHER, SC, FIFTH GR 10 MONTH	Mcrae Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM MRE TEACHER, SC, FIFTH GR / 10 MONTH
PEREA, MARLENE RVE TEACHER, SC, SECOND GR 10 MONTH	W.E. Cherry Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM WEC TEACHER, SC, THIRD GR/ 10 MONTH
PERKINS, TERRY LEE OLJ TEACHER, SUPP FACIL 10 MONTH	Clay High	EFFECTIVE 08/05/2024 / TRANSFER FROM CHS TEACHER, VE/INCLUSION / 10 MONTH
PLACILLA, KELLY DUNN ESE SCHOOL SITE SPECIALIST 10M 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM TBE TEACHER, VE/INCLUSION / 10 MONTH
RANDALL, KIMBERLY M WJH TEACHER, GIFTED 10 MONTH	Plantation Oaks Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM POE TEACHER, SC, FOURTH GR/ 10 MONTH
RAYBECK, CARRIE A AES TEACHER, INSTRUCT TECH EL	Coppergate Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM CGE TEACHER, SC, THIRD GR / 10

III. Instructional Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
	10 MONTH		MONTH
	REHMAN, JUDY REBECCA MCE TEACHER ENGLISH LANG DEV. 10 MONTH	Orange Park High	EFFECTIVE 08/05/2024 / TRANSFER FROM OPH TEACHER, FOREIGN LANG, SH / 10 MONTH
	RICHIE, AMANDA SWEENEY TES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM AES TEACHER, SC, SECOND GR / 10 MONTH
	ROBINSON, SAMANTHA ALICIA DOE TEACHER, SC, FOURTH GR 10 MONTH	Grove Park Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM GPE TEACHER, SC, FIRST GR/ 10 MONTH
	ROBINSON, TODD D GCJ MENTAL HEALTH COUNS 10 MO 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/05/2024 / TRANSFER FROM LAJ MENTAL HEALTH COUNS / 10 MONTH
	SOLIS, AMY NICOLE FIH VE SELF-CONTAINED-ASD 10 MONTH	Exceptional Student Education	EFFECTIVE 08/05/2024 / TRANSFER FROM ESE SCHOOL SITE SPECIALIST 10M / 10 MONTH
	SYKES, AURELIA LINDSEY OPJ TEACHER, VE/INCLUSION 10 MONTH	Charles E. Bennett Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM CEB TEACHER, VE/INCLUSION / 10 MONTH
	TABET, ILONA DEE GCJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/05/2024 / TRANSFER FROM LAJ TEACHER, LANGUAGE ARTS, JH / 10 MONTH
	TAYLOR, EMILY KATELYN DIS TEACHER ENGLISH LANG DEV. 10 MONTH	Oakleaf Village Elementary	Effective 2024-08-05 /transfer from /
0.5	TEBO, MARY SUSAN CGE ELL SUPPORT FACILITATOR 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM TBE TEACHER, SC, FIRST GR/ 10 MONTH
0.5	TEBO, MARY SUSAN CGE TEACHER ENGLISH LANG DEV. 10 MONTH	Thunderbolt Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM TBE TEACHER, SC, FIRST GR/ 10 MONTH
	THOMAS, ANTONIO NAJEE OHS TEACHER, DROPOUT PREV SH 10 MONTH	Ridgeview High School	EFFECTIVE 08/05/2024 / TRANSFER FROM RHS VE SELF-CONTAINED-ASD / 10 MONTH
	TISON, CECILIA ELIZABETH LAE TEACHER, VE/INCLUSION 10 MONTH	Rideout Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM ROE TEACHER, VE/INCLUSION / 10 MONTH

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
USRY, LEEANN CHE TEACHER, SC, THIRD GR 10 MONTH	Mcrae Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM MRE TEACHER, SC, THIRD GR / 10 MONTH
WOLTER, CHRISTIANNE LUCILLE FIH TEACHER, HEALTH SCIENCE ED 10 MONTH	Middleburg High	EFFECTIVE 08/05/2024 / TRANSFER FROM MHS TEACHER, HEALTH SCIENCE ED / 10 MONTH
YOUNG, MEGAN ELISE TES TEACHER, SC, SECOND GR 10 MONTH	Argyle Elementary	EFFECTIVE 08/05/2024 / TRANSFER FROM AES TEACHER, SC, FOURTH GR / 10 MONTH

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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

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

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
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III. INSTRUCTIONAL ACTIONS 2024-2025

G. PENDING APPOINTMENTS

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

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III. INSTRUCTIONAL ACTIONS 2024-2025

H. OUT OF FIELD

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

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A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
ALTWATER, ALLISON GAIL SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-06 - 2024-06-30
ANDRADE, MICHELLE C SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
AUSMUS, JESSICA MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
BARNETT, TARA LYN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
BEGIN, MARGARET E SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
BISHOP, DAVID HAROLD SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
BOGLE, HEATHER MICHELLE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
BOWERS, VICTORIA JEAN SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
BROWN, CANDICE LACHELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
BROWN, ERIN NAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
BUNN, TARA J SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
CLARK, TREVOR M SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
COLON, NOELIA YVONNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
CORBITT, MARY JO SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
CURVIER, ANGELA VIRGINIA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
DAVIS, SUZANNE LAUREN SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
DRAGO, GINA DIANE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
DUKE, ANA MILENA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
EDENFIELD, DEBRA K KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
EGLSTON, STEPHANIE MICHELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
ELLIS, SHANTELL RENE A SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
FERRARO, DENISE MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
FISCHER, MICHELLE N SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
FLOYD, VICKIE C SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-13 - 2024-06-30
FORBIS, MICHELLE DEANNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
FORD-HUDSON, SUSAN DIANE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
FRYE, COURTNEY JEAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
GABB, DANIELLE MICHELE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
GAMBLE, BRYAN EUGENE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
GARVEY, ROBIN ADLER SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
GIVENS, ANGELA M KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
GORDON, JASMINE MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
HALL, KATHERYN LEE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
HALL, STEPHANIE SUE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
HALTER, JONATHAN KEITH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
HAWKINS, KIMBERLY A SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
HORNE, NATASHA G SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
HOWE, ANDREA BELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
JACKSON, ALICIA RAE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
JEFFRIES, STACEY P SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
JOHNS, MARY B SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
JOHNSON, ASHLEY MENTIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-13 - 2024-06-30
JOHNSON, DONALD CRAIG SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
JOSEY, JENNIFER DANETTE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-13 - 2024-06-30
KING, HEATHER CRISTY SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
KINGSBURY, CHRISTINA CAROL SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
KOBELIN, JORDAN ADLER SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
LASAUCE, JOY MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
LEAVITT, CALEB JAMES SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-06 - 2024-06-30
LENTZ, BILLIE ANNE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
LEWIS, ASHLEIGH MORGAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
LUECKERT, MICHAEL THOMAS SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
MARTIN, VICTORIA L SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
MCEARL, CHARLENE CRYSTAL SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
MILLER, VICTORIA LIEN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
MORANO, JESSICA LYNN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
MYERS, LINA ANGELICA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
NIXON, LISA DAWN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
NIXON, SANDRA MARIA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
OLIVER MARNEY, MARY T KHE REGISTERED NURSE	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
PIKE, CARRIE ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
POPE, CASSANDRA M SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
PRATHER, DANEEN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-04 - 2024-06-30
PRENDERGAST, CATHERINE T SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
RAMOS, JESSICA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
RICE, LINDSAY ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
RICHARDSON, AMBER DAWN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
RIOU, SHAWNATA AMISHA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-06 - 2024-06-30
ROBINSON, OLGA ILLIVNA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-13 - 2024-06-30
RODERICK, RORY GARTH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
ROSS, COURTNEY HALL SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
RUSSO, JANE MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
SAKSA, TESSIE S SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
SANDERS, ALLISON JAMES SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
SCHARF, EVAN S SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
SCOTT, JARUTHA MARY SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
SEDAM, AMANDA KAY SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
SHEPARD, GILLIAN MARGARET SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-06 - 2024-06-30

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
SHORT, ASHLEY ANNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
SIVALSKI, ROBIN M SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
SLATER, ANNE F SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
SMOAK, ANNE ELIZABETH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
SNYDER, ALICE MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
STARLING, DEIDRE ELAINE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
TAICLET-JETT, MELISSA LYNN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
THOMAS, CARISSA FAITH SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-06-12 - 2024-06-30
THOMPSON, SHALANDA TUWANA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
TODD, TROY SPENCER SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
TROUTMAN, BRITTANY LOUISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
TROWBRIDGE, BRENDA CLAYTON KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
TYRE, CYNTHIA DIANNE KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
USRY, LEEANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
VANDERCREEK, JULIE KAY SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
WHITE, DIAMITRA TASHA KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-06-13 - 2024-06-30
WILLEMSSEN, NICOLE ELIZABETH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30
WINGATE, CINDY WILSON SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
WYLIE, STEPHANIE N SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-13 - 2024-06-30
YOUNG, MEGAN ELISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-06-06 - 2024-06-30

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2023-2024

B. COMMUNITY EDUCATION

Appointments

NONE

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2023-2024

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
ALTWATER, ALLISON GAIL SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
ANDRADE, MICHELLE C SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
BARNETT, TARA LYN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
BEGIN, MARGARET E SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
BISHOP, DAVID HAROLD SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
BOWERS, VICTORIA JEAN SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
BROWN, CANDICE LACHELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
BROWN, ERIN NAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
BUNN, TARA J SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
CLARK, TREVOR M SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
COLON, NOELIA YVONNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
CORBITT, MARY JO SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
CURVIER, ANGELA VIRGINIA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
DAVIS, SUZANNE LAUREN SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
DRAGO, GINA DIANE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
DUKE, ANA MILENA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
EDENFIELD, DEBRA K KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
EGLESTON, STEPHANIE MICHELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
ELLIS, SHANTELL RENE A SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
FERRARO, DENISE MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
FISCHER, MICHELLE N SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
FLOYD, VICKIE C SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
FORBIS, MICHELLE DEANNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
FORD-HUDSON, SUSAN DIANE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
FRYE, COURTNEY JEAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
GARVEY, ROBIN ADLER SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
GIVENS, ANGELA M KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
HALL, KATHERYN LEE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
HALL, STEPHANIE SUE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
HALTER, JONATHAN KEITH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
HAWKINS, KIMBERLY A SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
HORNE, NATASHA G SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
HOWE, ANDREA BELLE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
JACKSON, ALICIA RAE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
JOHNS, MARY B SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
JOHNSON, ASHLEY MENTIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-18 - 2024-08-02
JOHNSON, ASHLEY MENTIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
JOHNSON, DONALD CRAIG SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
JOSEY, JENNIFER DANETTE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-18 - 2024-08-02
JOSEY, JENNIFER DANETTE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
KING, HEATHER CRISTY SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
KINGSBURY, CHRISTINA CAROL SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
KOBELIN, JORDAN ADLER SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
LASAUCE, JOY MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
LEAVITT, CALEB JAMES SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
LENTZ, BILLIE ANNE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
LEWIS, ASHLEIGH MORGAN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
LUECKERT, MICHAEL THOMAS SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
MARTIN, VICTORIA L SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
MCEARL, CHARLENE CRYSTAL SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
MILLER, VICTORIA LIEN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
MOBLEY, GENELL HOPE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-18 - 2024-08-02

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
MORANO, JESSICA LYNN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
MYERS, LINA ANGELICA SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
NIXON, LISA DAWN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
NIXON, SANDRA MARIA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
OLIVER MARNEY, MARY T KHE REGISTERED NURSE	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
PIKE, CARRIE ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
POPE, CASSANDRA M SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
PRATHER, DANEEN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
PRENDERGAST, CATHERINE T SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
RICE, LINDSAY ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
RICHARDSON, AMBER DAWN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
RIOU, SHAWNATA AMISHA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
ROACH, JENNIFER LYNN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-18 - 2024-08-02
ROBINSON, OLGA ILLIVNA SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
RODERICK, RORY GARTH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
ROSS, COURTNEY HALL SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
RUSSO, JANE MARIE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
SAKSA, TESSIE S SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
SANDERS, ALLISON JAMES SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
SCHARF, EVAN S SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
SCOTT, JARUTHA MARY SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
SEDAM, AMANDA KAY SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
SHEPARD, GILLIAN MARGARET SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
SHORT, ASHLEY ANNE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
SIVALSKI, ROBIN M SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
SLATER, ANNE F SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02

MISCELLANEOUS ACTIONS

A. SUMMER SCHOOL

Name/Assignment	Site	Effective Dates
SMOAK, ANNE ELIZABETH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
SNYDER, ALICE MARIE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
STARLING, DEIDRE ELAINE SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
THOMAS, CARISSA FAITH SUMMER SCHOOL TEACHER ESE	Exceptional Student Education	Effective 2024-07-01 - 2024-08-02
TODD, TROY SPENCER SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
TROUTMAN, BRITTANY LOUISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
TROWBRIDGE, BRENDA CLAYTON KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
TYRE, CYNTHIA DIANNE KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
USRY, LEEANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
VANDERCREEK, JULIE KAY SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
WHITE, DIAMITRA TASHA KHE ESE ASST SUMMER SCHOOL	Keystone Heights Elementary	Effective 2024-07-01 - 2024-07-18
WILLEMSSEN, NICOLE ELIZABETH SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
WINGATE, CINDY WILSON SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
WYLIE, STEPHANIE N SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02
YOUNG, MEGAN ELISE SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2024-07-01 - 2024-08-02

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2024-2025

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2024-2025

C. ADULT EDUCATION

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2023-2024

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2024-2025

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

VI. Support Actions

A. APPOINTMENT

	Name/Assignment	Site	
	BALL, AMY MARIE BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	Effective 2024-05-07 CONFIDEN / Annual
	BRUTON, GEORGENA M TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-05-02 TRANSPOR / Re-employed retiree, A/C support
	BUSSEY, LUTHER ANTONIO LJH CUSTODIAN 12 MO SU	Lakeside Junior High	Effective 2024-05-10 12 MO SU / Annual
	CARTER, ANTHONY D TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
	CONNERS, KELLI SUSAN WJH CUSTODIAN 12 MO SU	Wilkinson Jr High	Effective 2024-04-23 12 MO SU / Annual
	COOK, PARKER JORDAN TRN MECHANIC 12 MO SU	Transportation	Effective 2024-04-22 12 MO SU / Annual
	DENOZIL, DOMINIQUE FIH CUSTODIAN 12 MO SU	Fleming Island High School	Effective 2024-04-24 12 MO SU / Annual
	DICKERSON, TAMMY DEEANN TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
	FARMER, MARCUS DWAYNE GPE CUSTODIAN 12 MO SU	Grove Park Elementary	Effective 2024-04-16 12 MO SU / Annual
	FURLOW, JONATHAN BRYCE TRN ROUTING DISPATCHER 12 MO SU	Transportation	Effective 2024-04-15 12 MO SU / Annual
	GUY, WINSTON KITTEREDGE MNT CUSTODIAN 12 MO SU	Division of Support Svcs	Effective 2024-04-22 12 MO SU / Annual
	JEAN JULIEN, MARIE CAMITA GPE CUSTODIAN 12 MO SU	Grove Park Elementary	Effective 2024-04-23 12 MO SU / Annual
	JONAS, COURTNEY DENISE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
0.8	MACARI, JENNIFER E PES GENERIC CLASSROOM ASSISTAN 9 MON SU	Robert M. Paterson Elementary	Effective 2024-04-18 9 MON SU / Annual
	MAHONEY, JAMES EMMETT BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	Effective 2024-05-13 CONFIDEN / Annual
	MAKARIUS, NICOLE JANAE PES CAFE ASSISTANT 4.25 HOURS 9 MON SU	Robert M. Paterson Elementary	Effective 2024-04-17 9 MON SU / Annual
	MARTIN, DEBRA LYNN WES CAFE ASSISTANT 3 HOURS 9 MON SU	Wilkinson Elementary	Effective 2024-04-16 9 MON SU / Re-employed retiree, A/C support
	MARTINEZ, JANET TES CAFE ASSISTANT 6.25	Tynes Elementary	Effective 2024-04-23 9 MON SU / Annual

VI. Support Actions

A. APPOINTMENT

Name/Assignment	Site	
HOURS 9 MON SU		
MATOS VIZCARRONDO, BERENICE AES CUSTODIAN 12 MO SU	Argyle Elementary	Effective 2024-05-08 12 MO SU / Annual
MIXON, ANDREW OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2024-04-16 12 MO SU / Annual
PABON, YARITZA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
ROCHA, SARA ELIZABETH TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
SNELL, LARISSA DIANE TRN MECHANIC 12 MO SU	Transportation	Effective 2024-05-13 12 MO SU / Annual
TASHJIAN, APRIL KNIGHT TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-22 TRANSPOR / Annual
WETTERGREEN, HAYDEN KNOX OLJ CUSTODIAN 12 MO SU	Oakleaf Junior High School	Effective 2024-04-16 12 MO SU / Annual
WHITE, DOROTHY ANNE OVE CAFE ASSISTANT 6.75 HOURS 9 MON SU	Oakleaf Village Elementary	Effective 2024-04-17 9 MON SU / Annual
WOODCOCK, SHAWNA ONEAL PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2024-04-18 12 MO SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

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

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	BATTEN, PAMELA KAY CHS BEHAVIORAL HEALTH ASST 9 MON SU	Clay High	Effective 2024-02-01 / redesignated from / CHS GENERAL HEALTH ASSISTA / 9 MON SU

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VI. Support Actions

D. TRANSFER

	Name/Assignment	Site	Previous
	BURRIS, ANNIE ISABELLE TRN BUS DRIVER TRANSPOR	Transportation	EFFECTIVE 2024-05-06 TRANSFER FROM TRN ESE ASST/BUS MONITOR
	DELL, CALVIN WJH HEAD CUSTODIAN 12 MO SU	Lakeside Junior High	EFFECTIVE 2024-06-17 TRANSFER FROM LJH HEAD CUSTODIAN
	FELTS, COLLEEN MARIE OPH CAFE ASSISTANT 4.25 HOURS 9 MON SU	Orange Park High	Effective 2024-05-01 /transfer from / SUPPORT - CWL 9 MO 188
	GLISSON, OLIVIA BRADLEY GPE PRINCIPAL SECRETARY CONFIDEN	Grove Park Elementary	EFFECTIVE 2024-05-01 TRANSFER FROM GCJ CAFE ASST 4.0
0.8	MASSEY, ASHLEY MICHELE STS HEALTH ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2024-05-27 /transfer from / PES HEALTH ASSISTANT
	MASSEY, MISTY MARIE IRS ADMIN SUPPORT ASSISTANT 12 MO SU	Lake Asbury Junior High School	EFFECTIVE 2024-08-02 TRANSFER FROM LAJ MEDIA TECH
	RIVERA, LINDA ESTRELLA OPJ ST RECORD SEC 12 MO 12 MO SU	Orange Park Jr High	EFFECTIVE 2024-05-06 TRANSFER FROM OPJ TITLE I ASST
	RODGERS, RYAN CLARK RVE HEAD CUSTODIAN 12 MO SU	Ridgeview Elementary	EFFECTIVE 2024-05-06 TRANSFER FROM RVE CUSTODIAN
0.9	ROQUEMORE, CHRISTOPHER LEIGH MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	EFFECTIVE 2024-04-22 TRANSFER FROM GPE CUSTODIAN

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	ADERMAN, KELLE R ROE HEAD CUSTODIAN 12 MO SU	Rideout Elementary	Effective 2024-04-19 RESIGNATION
0.9	AGUAVEVA, MADISON RENE WEC GENERAL ASSISTANT 9 MON SU	W.E. Cherry Elementary	Effective 2024-04-30 RESIGNATION
	ANDERSON, DAVID GLEN MBE CUSTODIAN 12 MO SU	Middleburg Elementary	Effective 2024-06-27 CONCLUDE EMPLOYMENT
	ARANDA, NESTOR D FIH CAFE ASSISTANT 3.5 HOURS 9 MON SU	Fleming Island High School	Effective 2024-04-05 RESIGNATION
	ARNETT, GWENDOLYN H TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-05-30 RETIREMENT
0.9	AZER, NAGWA ANTONIO RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2024-03-21 CONCLUDE EMPLOYMENT
0.9	BABCOCK, ASHLEY LYNN TBE GENERAL HEALTH ASSISTA 9 MON SU	Thunderbolt Elementary	Effective 2024-05-30 RESIGNATION
0.8	BAKER, AMANDA LYNN ROE IN SCHOOL SUSPENSION 9 MON SU	Rideout Elementary	Effective 2024-05-17 RESIGNATION
	BATTLE, HALEY VIRGINIA SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	BEGUE, EMILY DAWN KHH COMPUTER LAB ASSISTANT 9 MON SU	Keystone Heights High School	Effective 2024-05-30 RESIGNATION
0.9	BERARDUCCI, CHARLES J TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	Effective 2024-05-30 RESIGNATION
0.9	BIGG, BRENDA DARLENE CEB CLASSROOM ASSISTANT PREK 9 MON SU	Charles E. Bennett Elementary	Effective 2024-05-30 RETIREMENT
	BLEDSON III, JACK L CC POLICE DEPT SERGEANT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	BOYER, KATHLEEN KAY TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-04-23 RESIGNATION
	BROOKER, JAMES G SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.8	BUCHANAN, KELSEY NICOLE SPS GENERIC CLASSROOM ASSISTAN 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 CONCLUDE EMPLOYMENT
0.6	BUTLER, KAREN ELLEN SUPPORT - CWL 10 M0	COUNTY-WIDE LEAVE	Effective 2024-05-31 RESIGNATION

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	LNG TRM		
0.4	BUTLER, KAREN ELLEN SUPPORT - CWL 9 MO 188 LNG TRM	COUNTY-WIDE LEAVE	Effective 2024-05-30 RESIGNATION
	CAROZZA, PETER ANDREW SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	CLANCE, SANDRA ELAINE KHE GENERAL HEALTH ASSISTA 9 MON SU	Keystone Heights Elementary	Effective 2024-05-30 RESIGNATION
	COLLINS, MELANIE LYNN WES ST RECORD SEC 12 MO 12 MO SU	Wilkinson Elementary	Effective 2024-06-27 RESIGNATION
	COLLISTER, MARY ANN SBJ CAFE ASSISTANT 5.5 HOURS 9 MON SU	S. Bryan Jennings Elementary	Effective 2024-05-24 RESIGNATION
0.8	CONNER, RUTH MCKENZY MCE GENERIC CLASSROOM ASSISTAN 9 MON SU	Montclair Elementary	Effective 2024-05-30 RESIGNATION
	COTHERN, PAMELA DORENE CHS CAFE ASSISTANT 6.5 HOURS 9 MON SU	Clay High	Effective 2024-04-30 RESIGNATION
0.9	CRAVEN, TABITHA L ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	Effective 2024-05-30 RESIGNATION
	CRAWFORD, JAMIE ELISE SUPPORT - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2024-05-31 RESIGNATION
0.9	CRUZ, ANNIE CLARISSA POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	Effective 2024-04-15 RESIGNATION
	CURRY JR, ROBERT L SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	CURRY, BRIAN A SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	DAVIS, COURTNEY LIANE RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	Effective 2024-05-30 CONCLUDE EMPLOYMENT
0.9	DAVIS, MARYLOU WEC GENERAL ASSISTANT 9 MON SU	W.E. Cherry Elementary	Effective 2024-03-18 RETIREMENT
	DEVERATURDA, RAUL JORGE MNT CUSTODIAN 12 MO SU	Division of Support Srvcs	Effective 2024-04-12 CONCLUDE EMPLOYMENT
	DIXON, LINDA JOY WES CAFE ASSISTANT 5.75 HOURS 9 MON SU	Wilkinson Elementary	Effective 2024-05-30 RESIGNATION

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	DOHRMANN, ROBYN LEIGH OPJ SCHOOL SECRETARY 10 MONTH 10 MONTH	Orange Park Jr High	Effective 2024-05-31 CONCLUDE EMPLOYMENT
	DORMAN, BRITTANY S SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	DUNLAP, THOMAS A CC POLICE DEPT SERGEANT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	FLACCO, THOMAS E SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	FRANCO, GABRIELLA MARYROSE MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2024-05-30 RESIGNATION
	GEOGHAGAN, TIMOTHY A SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	GEOGHAGAN, TIMOTHY JOHN SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.2	GITTE, BRANDON MATTHEW WJH COMPUTER LAB ASSISTANT 9 MON SU	Wilkinson Jr High	Effective 2024-05-30 RESIGNATION
0.8	GITTE, BRANDON MATTHEW WJH DROP OUT PREV. CR ASST 9 MON SU	Wilkinson Jr High	Effective 2024-05-30 RESIGNATION
0.9	GREENE, ELIZABETH LOUISE MHS GENERAL HEALTH ASSISTA 9 MON SU	Middleburg High	Effective 2024-05-06 RESIGNATION
0.9	GRIFFIS, LINDSEY PAGE MBE TITLE I ASSISTANT 9 MON SU	Middleburg Elementary	Effective 2024-05-30 RESIGNATION
0.8	HAGA, SHERLY ANN SPS IN SCHOOL SUSPENSION 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 CONCLUDE EMPLOYMENT
0.9	HAGANS, DERYLE M KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2024-05-30 RESIGNATION
0.8	HARRIS, BETH L WES GENERIC CLASSROOM ASSISTAN 9 MON SU	Wilkinson Elementary	Effective 2024-05-30 RESIGNATION
	HARRIS, KACY MURQUEEN MNT ELECTRICAL TECH 12 MO SU	Division of Support Srvc	Effective 2024-05-14 RESIGNATION
	HENRY, KENDALL LASHAWN A PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2024-04-26 RESIGNATION
	HERRERA, DULCE MARIA	Swimming Pen Creek Elem	Effective 2024-04-09

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	SPC CAFE ASSISTANT 7 HOURS 9 MON SU		RESIGNATION
	HUBBARD, BRANDI RAE WES REGISTERED NURSE 10 MONTH	Wilkinson Elementary	Effective 2024-05-31 RESIGNATION
	JAMES, MARVIN OPJ CUSTODIAN 12 MO SU	Orange Park Jr High	Effective 2024-06-27 CONCLUDE EMPLOYMENT
0.8	JERNIGAN, MELANIE SHAW WEC ESOL CLASSROOM ASSISTANT 9 MON SU	W.E. Cherry Elementary	Effective 2024-05-30 RESIGNATION
	JEWELL JR, DANIEL DAVID TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	Effective 2024-06-27 CONCLUDE EMPLOYMENT
0.9	JOHNSON, DOREEN FIE BEHAVIORAL HEALTH ASST LNG TRM	Fleming Island Elementary	Effective 2024-04-26 RESIGNATION
	JOHNSON, MICHELLE RENE TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-05-13 RESIGNATION
	JOHNSON, SHAKITA LEIGH CHS CAFE ASSISTANT 4.5 HOURS 9 MON SU	Clay High	Effective 2024-04-24 RESIGNATION
	JOSEPH, WILLIAM ROBERTO TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-05-30 RETIREMENT
0.8	KARPF, NICHOLAS NOLAN FIH COMPUTER LAB ASSISTANT 9 MON SU	Fleming Island High School	Effective 2024-05-30 CONCLUDE EMPLOYMENT
	KESTING, CHRISTOPHER SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	KIDONAKIS, PAULA TRN BUS DRIVER TRANSPOR	Transportation	Effective 2024-05-30 RETIREMENT
	KINION, MARY E WEC CAFE ASSISTANT 6.5 HOURS 9 MON SU	W.E. Cherry Elementary	Effective 2024-05-30 RESIGNATION
	LEACH, SHERRI DAWN SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	LEE, JOSEPH T SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	LEE, ROBERT EUGENE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	LOTT, JACOBI DELORENCE AES CUSTODIAN 12 MO SU	Argyle Elementary	Effective 2024-04-18 RESIGNATION
	MAHONEY, JAMES EMMETT	Business Affairs	Effective 2024-05-10

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	RHS COMPUTER LAB ASSISTANT 9 MON SU		RESIGNATION
	MCGILL, JESSE J MCE REGISTERED NURSE 10 MONTH	Montclair Elementary	Effective 2024-05-08 RESIGNATION
0.9	MENTEL, NICOLE ANN WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2024-05-30 RESIGNATION
	MILLS, DANIEL J SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	MULLEN, JUSTIN KYLE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	Effective 2024-05-30 CONCLUDE EMPLOYMENT
	MUSSANTE, JODIE D CGE CAFE ASSISTANT 5.75 HOURS 9 MON SU	Coppergate Elementary	Effective 2024-05-03 RESIGNATION
	NEWELL, LAURA ANN MHS CAFE ASSISTANT 4.25 HOURS 9 MON SU	Middleburg High	Effective 2024-05-29 RESIGNATION
	O CONNELL, PAMELA ANNE SBJ CAFE ASSISTANT 6.25 HOURS 9 MON SU	S. Bryan Jennings Elementary	Effective 2024-05-16 RESIGNATION
	ODOM, KAYLA MICHELLE MNT CUSTODIAN 12 MO SU	Division of Support Srvc	Effective 2024-04-18 RESIGNATION
	OLSON, LESLIE FIH SECRETARY 11 MO 11 MONTH	Fleming Island High School	Effective 2024-06-11 RESIGNATION
	OSKIRKO, M ELAINE CHS CAFE ASSISTANT 4.25 HOURS 9 MON SU	Clay High	Effective 2024-04-15 RESIGNATION
0.9	OWENS, JESSICA ANDREA SPS GENERAL HEALTH ASSISTA 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 RESIGNATION
	PACHECO, VICTOR MANUEL CC POLICE DEPT TRAIN LT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	PADGETT, AMANDA JEANNETTE CHE CAFE ASSISTANT 6 HOURS 9 MON SU	Clay Hill Elementary	Effective 2024-05-30 CONCLUDE EMPLOYMENT
0.8	PADGETT, GWENDOLYN BANNISTER SPC SCHOOL SEC ADMINISTRATION 10 MONTH	Swimming Pen Creek Elem	Effective 2024-05-31 RESIGNATION
0.8	PADGETT, SHELBY L CHE SCHOOL SECRETARY 10	Clay Hill Elementary	Effective 2024-05-31 RESIGNATION

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	MONTH 10 MONTH		
	PALAGYI, LAURA LEE KATHERIN ROE MEDIA TECHNICAL ASST 10 MONTH	Rideout Elementary	Effective 2024-04-22 RESIGNATION
	PENN, ASHLEY ELIZABETH SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	PENNY, KYRA EILEEN SPS BEHAVIORAL HEALTH ASST 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 RESIGNATION
	PEREZ, JILLIAN LEIGH MCE CAFE ASSISTANT 3.25 HOURS 9 MON SU	Montclair Elementary	Effective 2024-05-16 RESIGNATION
0.9	PETERNELL, SARA ASHLY TBE GENERAL HEALTH ASSISTA 9 MON SU	Thunderbolt Elementary	Effective 2024-05-30 RESIGNATION
0.9	PETERS, AMBER MARIE LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2024-05-10 RESIGNATION
	PITTMAN JR, RONNIE LEE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	RABINOWITZ, ADAM S SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	RAMSEY, AIRAKA ADRIANA SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	REED, ANGELE LYN MHS GENERAL HEALTH ASSISTA 9 MON SU	Middleburg High	Effective 2024-04-29 RESIGNATION
	REEMELIN, MARTHA JACQUELINE SUPPORT - CWL 10 MO LNG TRM	COUNTY-WIDE LEAVE	Effective 2024-04-15 RETIREMENT
	REEVES, MYLINH GATES SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	REVIS, JOHN DAVID SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-04-12 RESIGNATION
0.9	RICHARDS, LOUISE PES GENERAL ASSISTANT 9 MON SU	Robert M. Paterson Elementary	Effective 2024-05-08 RESIGNATION
	RIVERA ALVARADO, FRANCHESKA OPJ CAFE ASSISTANT 6.5 HOURS 9 MON SU	Orange Park Jr High	Effective 2024-05-03 RESIGNATION
	ROBINSON, CHRISTOPHER	School Police Department	Effective 2024-06-30

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	SCHOOL RESOURCE OFFICER 12 MO SU		CONCLUDE EMPLOYMENT
0.9	RODRIGUEZ, MIRANDA LANE KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	Effective 2024-05-30 RESIGNATION
0.9	ROLLO, MICHELLE LOUISE CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2024-05-30 RESIGNATION
	ROMANO, MARK CC POLICE DEPT LIEUTENANT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	RUISE, GERALD A SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	SALAS, ALEXANDER PIERCE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	SAPP, LARRY MATTHEW SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	SAUNDERS, JACOB C CC POLICE DEPT SERGEANT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	SCHAUMAN III, WILLIAM HENRY SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	SMITH, CASSIDY PAIGE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2024-05-07 RESIGNATION
	STETTNER, ALEXANDER A SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.8	STEVENS, CRYSTAL D TBE IN SCHOOL SUSPENSION 9 MON SU	Thunderbolt Elementary	Effective 2024-05-30 RESIGNATION
0.9	STILTNER, ALEXA R WES GENERAL HEALTH ASSISTA 9 MON SU	Wilkinson Elementary	Effective 2024-05-30 RESIGNATION
0.9	SURRENCY, MEAGAN NICOLE WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2024-05-10 RESIGNATION
0.9	TAYLOR, MICHELLE LEIGH MHS GENERAL HEALTH ASSISTA 9 MON SU	Middleburg High	Effective 2024-04-18 RESIGNATION
	TAYLOR, SARAH ANN CC POLICE DEPT SERGEANT 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	TOBLIN, DANIEL FRANCIS SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	Name/Assignment	Site	Action/Effective
	TROXEL, ROBERT G SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	URBAN, CHRISTA LEE SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
	WILKINSON, MIRANDA LEIGH SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	WILLIAMS, LATASHA E SPS GENERAL ASSISTANT 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 RESIGNATION
	YARBROUGH, JONATHAN BRYAN SCHOOL RESOURCE OFFICER 12 MO SU	School Police Department	Effective 2024-06-30 CONCLUDE EMPLOYMENT
0.9	YATES, SKYLER MICHELLE KAY SPS BEHAVIORAL HEALTH ASST 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2024-05-30 CONCLUDE EMPLOYMENT

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VI. Support Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
ALMAS, KIMBERLEY B OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
BOREE, WENDY MICHELLE OPJ SOFTBALL FP ASST JH SUPPLEME	Orange Park Jr High	Appointment
LAROSA, KEVIN SALVATORE OHS BASEBALL JV HD SH SUPPLEME	Oakleaf High School	Appointment
MENSIE, SHANAE LATTRYL OHS TRACK ASST SH SUPPLEME	Oakleaf High School	Appointment
MENSIE, SHANAE LATTRYL OHS TRACK HD SH SUPPLEME	Oakleaf High School	Resignation
SWEETING, WINSTON ALEXANDER OPH FOOTBALL ASST HS 25% SUPPLEME	Orange Park High	Appointment
WHITEHEAD JR, WILLIAM HENRY OHS WRESTLING ASST SH SUPPLEME	Oakleaf High School	Appointment

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VI. Support Actions

A. APPOINTMENT

Name/Assignment	Site	
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VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
0.9	AGUIAR CHIRINOS, JENNY AES BEHAVIORAL HEALTH ASST 9 MON SU	Argyle Elementary	9 MON SU / Annual
	ALLEN, JUSTIN LINWOOD MNT HEAVY EQUIP OPERATOR 12 MO SU	Division of Support Svcs	12 MO SU / Annual
0.9	ALLEN, LAUREN BLAKE SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Annual
0.9	ANDERSON, SHANNON RACHEL LEE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
0.9	AVILA, MIRNA ELIZABETH FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Annual
	AYERS, JENNIFER ANNE LAE LICENSED PRAC NURSE 10 MONTH	Lake Asbury Elementary	10 MONTH / Annual
0.9	BERNHARD, CHRISTINA MARIE SLE CLASSROOM ASSISTANT PREK 9 MON SU	Shadowlawn Elementary	9 MON SU / Annual
0.9	BORCHERS, SABRINA CHANTE SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Annual
0.9	BRAND, SHANNON NOEL LAJ BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Junior High School	9 MON SU / Annual
	BROADWELL, CYNTHIA DIANE ELE ADMINISTRATIVE SECT SR 12 MO SU	Dept Of Elementary Education	12 MO SU / Multi-Year Conditional
	BRUTON, GEORGENA M TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR /
	BURGIE, MERCEDITA OPJ SCHOOL SECRETARY/ST SER 10 MONTH	Orange Park Jr High	10 MONTH / Annual
0.9	BURNES, CHEYANN FA LYCE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
0.9	CALOW, SUSAN DIANA LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	9 MON SU / Annual
	CAMPLA, ALYSSA CAROLYN LAE CUSTODIAN 12 MO SU	Lake Asbury Elementary	12 MO SU / Annual
0.9	CANNON, AVERY MARIE LJH BEHAVIORAL HEALTH ASST	Lakeside Junior High	9 MON SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	9 MON SU CARTER, ANTHONY D TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	CHAIRS II, JAMES ALBERT SBJ BEHAVIORAL HEALTH ASST 9 MON SU	Bannerman Learning Center	9 MON SU / Annual
0.9	CIMINSKI, LINDA LEA LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	9 MON SU / Annual
	CODERRE, SANDRA LYNN BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	CONFIDEN / Multi-Year Conditional
	COMER, NANCY KAY BAF ACCOUNTING ASSISTANT 12 MO SU	Business Affairs	12 MO SU / Annual
0.8	CROSS, STEPHANIE DAWN LAE HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	9 MON SU / Annual
	CUSACK, ASHLEY M CGE REGISTERED NURSE 10 MONTH	Keystone Heights Elementary	10 MONTH / Multi-Year Conditional
0.9	DAMPIER, HALEY LENORA TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	9 MON SU / Annual
	DARR, AUBREY LYNN TES CUSTODIAN 12 MO SU	Tynes Elementary	12 MO SU / Annual
	DICKERSON, TAMMY DEEANN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	ESLIK, MAKBULE PELIN FIE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	9 MON SU / Annual
	FELTS, COLLEEN MARIE OPH CAFE ASSISTANT 4.25 HOURS 9 MON SU	Orange Park High	9 MON SU / Annual
0.9	FOSTER, MYKA MICHELLE RVE GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview Elementary	9 MON SU / Annual
	FRITZ, PAMELA M BAF ACCOUNTING ASSISTANT 12 MO SU	Business Affairs	12 MO SU / Multi-Year Conditional
	GANN, ASHLEE M FPC ACCOUNTING ASSISTANT 12 MO SU	Division Of Support Services	12 MO SU / Annual
	GANN, ROBIN M FPC ADMINISTRATIVE SECRETARY 12 MO SU	School Police Department	12 MO SU / Multi-Year Conditional
0.9	GRANT, JOANNA VICTORIA POE GENERAL ASSISTANT	Plantation Oaks Elementary	9 MON SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	9 MON SU GREEN, PAMELA J AES ST RECORD SEC 12 MO 12 MO SU	Argyle Elementary	12 MO SU / Multi-Year Conditional
0.9	GREENWOOD, CLETA BAHNEMAN SBJ GENERAL ASSISTANT 9 MON SU	S. Bryan Jennings Elementary	9 MON SU / Annual
	GRIFFIN, DANIELLE LAVONNE DOE CAFE ASSISTANT 6.25 HOURS 9 MON SU	Discovery Oaks Elementary	9 MON SU / Annual
	GRZYBOSKI, BABETTE D SLE REGISTERED NURSE 10 MONTH	Shadowlawn Elementary	10 MONTH / Multi-Year Conditional
0.9	GUERRIER, ROBERT RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	9 MON SU / Annual
	HARMANSKY, SHELLAINE LEE DOE MEDIA TECHNICAL ASST 10 MONTH	Discovery Oaks Elementary	10 MONTH / Annual
	HURLBUT, MELISSA ANN LES TITLE I ASSISTANT 9 MON SU	Lakeside Elementary	9 MON SU / Annual
	JONAS, COURTNEY DENISE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	JULIUS, HALEY BROOKE KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / Annual
0.9	JUSTICE KINNEAR, ALEXIS CHLOE ZOELYNNE SPC BEHAVIORAL HEALTH ASST 9 MON SU	Swimming Pen Creek Elem	9 MON SU / Annual
0.9	KRIEKEL, LINDSEY ANN LAE GENERAL HEALTH ASSISTA 9 MON SU	Lake Asbury Elementary	9 MON SU / Annual
0.9	LANE, KIERRA DANIELLE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
	LEFONT, RICARDO OVE CUSTODIAN 12 MO SU	Oakleaf Village Elementary	12 MO SU / Annual
	LI, HON FAI AES CAFE ASSISTANT 5.5 HOURS 9 MON SU	Argyle Elementary	9 MON SU / Annual
	LUGO, TRACEY ANN DOE CAFE ASSISTANT 4 HOURS 9 MON SU	Discovery Oaks Elementary	9 MON SU / Multi-Year Conditional
0.8	MACARI, JENNIFER E	Robert M. Paterson Elementary	9 MON SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	PES GENERIC CLASSROOM ASSISTAN 9 MON SU		
0.9	MAHLKE, ALLISON FAYE OPJ GENERAL HEALTH ASSISTA 9 MON SU	Orange Park Jr High	9 MON SU / Annual
	MANDELE, JULIE LYNN OPR ADMIN SECT, SR 12 MO SU	OPERATIONS	12 MO SU / Multi-Year Conditional
0.8	MARNEY, MELISSA K KHH HEALTH ASSISTANT 10 MONTH	Keystone Heights High School	10 MONTH / Multi-Year Conditional
	MARTINEZ, JANET TES CAFE ASSISTANT 6.25 HOURS 9 MON SU	Tynes Elementary	9 MON SU / Annual
	MARX, ANGELA MARY DOE CAFE ASSISTANT 4 HOURS 9 MON SU	Discovery Oaks Elementary	9 MON SU / 3rd year annual, support
0.8	MASSEY, ASHLEY MICHELE SPC SCHOOL SEC ADMINISTRATION 10 MONTH	Robert M. Paterson Elementary	10 MONTH / 3rd year annual, support
	MATHEWS III, GARLAND MAXIE AES SCHOOL SECRETARY 10 MONTH 10 MONTH	Argyle Elementary	10 MONTH / Annual
0.9	MEHARG, JOEL RYLAN LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
0.9	MEYERS, DALLAS CHEYENNE POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	9 MON SU / Annual
0.9	MIKOTA, EVELYN ANN SPS BEHAVIORAL HEALTH ASST 9 MON SU	SPRING PARK ELEMENTARY SCHOOL	9 MON SU / 3rd year annual, support
0.9	MILLER, AMANDA LEEANNE KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / Annual
0.9	MITCHELL, GRACE ELIZABETH LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
0.9	MOONEY, MAKALA KRISTINA SLE GENERAL ASSISTANT 9 MON SU	Shadowlawn Elementary	9 MON SU / Multi-Year Conditional
	MORAN, KELLY L FPC ADMINISTRATIVE SECRETARY 12 MO SU	Division Of Support Services	12 MO SU / Multi-Year Conditional
	MORGAN, JILL EILEEN ESE REGISTERED NURSE 11	Exceptional Student Education	11 MONTH / Multi-Year Conditional

VI. Support Actions

B. RE-APPOINTMENT

	Name/Assignment	Site	Contract
	MONTH 11 MONTH		
	NEIGHBOR, ANGELA MARY OLJ CAFE ASSISTANT 5.75 HOURS 9 MON SU	Oakleaf Junior High School	9 MON SU / Multi-Year Conditional
0.8	ODOM, JESSICA DELL STS HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	9 MON SU / Annual
	PABON, YARITZA TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	PEREDA, JENNER J RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	9 MON SU / Annual
0.8	PEREZ, AMANDA LYNNE STS HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	9 MON SU / 3rd year annual, support
0.9	PHILLIPS, KATHLEEN RILEY POE BEHAVIORAL HEALTH ASST 9 MON SU	Plantation Oaks Elementary	9 MON SU / Annual
0.9	PIERCE, BRITTANY ANN WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	9 MON SU / 3rd year annual, support
	REASER, ROBBIN RENE RVE CAFE ASSISTANT 6 HOURS 9 MON SU	Ridgeview Elementary	9 MON SU / Annual
	ROCHA, SARA ELIZABETH TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	RODRIGUEZ, EMMA ALTAGRACIA TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	9 MON SU / Annual
0.9	RUDAO, KATIE LYNN RHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	9 MON SU / Annual
0.8	RUIZ, JENNA NOEL STS HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	9 MON SU / Annual
0.9	SCHAFER, TIMOTHY ANDREW TES BEHAVIORAL HEALTH ASST 9 MON SU	Tynes Elementary	9 MON SU / Annual
	SENATIL ILERIN, MARIE B TES CUSTODIAN 12 MO SU	Tynes Elementary	12 MO SU / Annual
	SILIAC, TORI CHANTAE BAF INSURANCE ASSISTANT CONFIDEN	Business Affairs	CONFIDEN / 3rd year annual, support
0.9	SMITH, SHIRIN ELIZABETH	Mcrae Elementary	9 MON SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	MRE CLASSROOM ASSISTANT PREK 9 MON SU		
0.8	STRICKLAND, MELISSA L STS HEALTH ASSISTANT 9 MON SU	CLIMATE AND CULTURE	9 MON SU / Multi-Year Conditional
	TASHJIAN, APRIL KNIGHT TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Annual
0.9	THOMAS, ARIANNA TAKESIA RHS GENERAL HEALTH ASSISTA 9 MON SU	Ridgeview High School	9 MON SU / Annual
	VELASQUEZ, MARYINA D MHS LICENSED PRAC NURSE 10 MONTH	Middleburg High	10 MONTH / 3rd year annual, support
	WEBER, ANGELA MARIE AES LICENSED PRAC NURSE 10 MONTH	Argyle Elementary	10 MONTH / Annual
0.8	WEDEMEYER, BREIANNE NICHOLE POE HEALTH ASSISTANT 9 MON SU	Plantation Oaks Elementary	9 MON SU / Annual
	WHITE, DOROTHY ANNE OVE CAFE ASSISTANT 6.75 HOURS 9 MON SU	Oakleaf Village Elementary	9 MON SU / Annual
0.9	WICKER, CHRISTYANN MARIE TBE GENERAL HEALTH ASSISTA 9 MON SU	Thunderbolt Elementary	9 MON SU / Annual
0.9	WICKS, KYLE MARIE LJH BEHAVIORAL HEALTH ASST 9 MON SU	Lakeside Junior High	9 MON SU / Annual
	WRIGHT, APRIL MARIE AES CAFE ASSISTANT 5.5 HOURS 9 MON SU	Argyle Elementary	9 MON SU / Annual
	ZAGORA, ROBIN KAY LAJ CAFE ASSISTANT 5.5 HOURS 9 MON SU	Lake Asbury Junior High School	9 MON SU / Multi-Year Conditional
0.9	ZEIGLER JR, RICHARD E MHS BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg High	9 MON SU / Multi-Year Conditional
	ZELAYA, ELIDA CHRISTINA OLJ CAFE ASSISTANT 5.5 HOURS 9 MON SU	Oakleaf Junior High School	9 MON SU / Multi-Year Conditional

VI. Support Actions

C. RE-DESIGNATION

	Name/Assignment	Site	Previous
0.9	BATTEN, PAMELA KAY CHS BEHAVIORAL HEALTH ASST 9 MON SU	Clay High	

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VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	BOHNE, MICHELLE LISA JANE MBE BEHAVIORAL HEALTH ASST 9 MON SU	Fleming Island Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM FIE .9 BEHAVIORAL HEALTH ASST
0.8	BORSELLINO, RUBI TERESA DIS ESOL CLASSROOM ASSISTANT 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM DIS .9 GENERAL ASST
	BRADLEY, ANNALEIGH SONIA WES SCHOOL SECRETARY 10 MONTH 10 MONTH	Ridgeview Elementary	EFFECTIVE 2024-08-05 TRANSFER FROM RVE .9 BEHAVIORAL HEALTH ASST
	BURRIS, ANNIE ISABELLE TRN BUS DRIVER TRANSPOR	Transportation	EFFECTIVE 2024-05-06 TRANSFER FROM TRN ESE ASST/BUS MONITOR
0.9	CANEIRO DIEZ, DAYANA WES TITLE I ASSISTANT 9 MON SU	Middleburg Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM MEB CAFE ASST 6.25
	DELL, CALVIN WJH HEAD CUSTODIAN 12 MO SU	Lakeside Junior High	EFFECTIVE 2024-06-17 TRANSFER FROM LJH HEAD CUSTODIAN
0.9	DOWDELL, TERRA YVONNE SBJ BEHAVIORAL HEALTH ASST 9 MON SU	S. Bryan Jennings Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM SBJ .9 GENERAL ASSISTANT
	GLISSON, OLIVIA BRADLEY GPE PRINCIPAL SECRETARY CONFIDEN	Grove Park Elementary	EFFECTIVE 2024-05-01 TRANSFER FROM GCJ CAFE ASST 4.0
0.9	HARRIS, TAMMY LYNN AES BEHAVIORAL HEALTH ASST 9 MON SU	COUNTY-WIDE LEAVE	EFFECTIVE 2024-08-09 TRANSFER FROM SUPPORT- CWL 9 MO 188
0.8	HENDERSON, THERESA L CHE SCHOOL SECRETARY 10 MONTH 9 MON SU	Middleburg High	EFFECTIVE 2024-08-05 TRANSFER FROM MHS .9 BEHAVIORAL HEALTH ASST
	LI, YUK YING SBJ CAFE ASSISTANT 6.25 HOURS 9 MON SU	S. Bryan Jennings Elementary	EFFECTIVE 2024-08-13 TRANSFER FROM SBJ CAFETERIA ASST 5.50
	LUZUNARIS, FRANCIS A WJH SCHOOL SEC ADMINISTRATION 10 MONTH	Wilkinson Jr High	EFFECTIVE 2024-08-05 TRANSFER FROM WJH MEDIA TECH
	MARTINEZ, MELISSA ELLEN MHS BOOKKEEPER 12 MO SU	Middleburg High	EFFECTIVE 2024-07-09 TRANSFER FROM MHS 10 MO SCHOOL SCRETARY
	MASSEY, MISTY MARIE IRS ADMIN SUPPORT ASSISTANT 12 MO SU	Lake Asbury Junior High School	EFFECTIVE 2024-08-02 TRANSFER FROM LAJ MEDIA TECH
0.8	MAXEY, JACQUELINE MARIE LJH ESOL CLASSROOM ASSISTANT 9 MON SU	Orange Park Jr High	EFFECTIVE 2024-08-09 TRANSFER FROM OPJ .8 ESOL CLASSROOM ASST
	MENDEZ, DARIANA M AES ESOL CLASSROOM ASSISTANT	Argyle Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM AES .9 GENERAL ASST

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	9 MON SU MERKLE, BRANDI M LAE MEDIA TECHNICAL ASST 10 MONTH	Thunderbolt Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM TBE MEDIA TECH
	MULFORD, KAYLA MARIE BLC SECRETARY 11 MO 11 MONTH	Lake Asbury Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM LAE 10 MO SCHOOL SECRETARY
0.9	PINER, SARAH C KHE GENERAL HEALTH ASSISTA 9 MON SU	Keystone Heights High School	EFFECTIVE 2024-08-09 TRANSFER FROM KHH .9 BEHAVIORAL HEALTH ASST
	PUCKETT, HEATHER NICOLE CHE CAFE ASSISTANT 6 HOURS 9 MON SU	Clay Hill Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM CHE CAFE ASST 4.0
	RIVERA, LINDA ESTRELLA OPJ ST RECORD SEC 12 MO 12 MO SU	Orange Park Jr High	EFFECTIVE 2024-05-06 TRANSFER FROM OPJ TITLE I ASST
	RODGERS, RYAN CLARK RVE HEAD CUSTODIAN 12 MO SU	Ridgeview Elementary	EFFECTIVE 2024-05-06 TRANSFER FROM RVE CUSTODIAN
0.9	ROQUEMORE, CHRISTOPHER LEIGH MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	EFFECTIVE 2024-04-22 TRANSFER FROM GPE CUSTODIAN
	SHEFFIELD, AMANDA JENNIFER WES CAFE ASSISTANT 5.75 HOURS 9 MON SU	Wilkinson Elementary	EFFECTIVE 2024-08-13 WES CAFE ASSISTANT 5.75 HOURS
0.8	SHOPE, MICHELLE ALEXIS TES HEALTH ASSISTANT 9 MON SU	Plantation Oaks Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM POE .9 GENERAL ASST
	TRUMP, PAULA MARIE MHS SCHOOL SEC ADMINISTRATION 10 MONTH	Middleburg High	EFFECTIVE 2024-08-05 TRANSFER FROM MHS .9 INSTRUCTIONAL ASST
	VALLER, TINA D WEC CAFE ASSISTANT 6.5 HOURS 9 MON SU	W.E. Cherry Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM WEC CAFE ASST 6.0
0.9	VAN GUNDY, BRENDA CARMEN WES GENERAL HEALTH ASSISTA 9 MON SU	Wilkinson Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM WES .9 TITLE I ASST
0.8	VERDIEU, WITHNEY KERRYNE SPS ESOL CLASSROOM ASSISTANT 9 MON SU	Clay High	EFFECTIVE 2024-08-09 TRANSFER FROM CHS .8 ESOL CLASSROOM ASST
	YANCEY, HEATHER N WJH ST RECORD SEC 12 MO 12 MO SU	Wilkinson Elementary	EFFECTIVE 2024-08-09 TRANSFER FROM WES 10 MO SCHOOL SECRETARY
	ZOMMER, KRISTIN A WJH PRINCIPAL SECRETARY CONFIDEN	Wilkinson Jr High	EFFECTIVE 2024-08-09 TRANSFER FROM WJH 10 MON SECRETARY

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

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

VI. Support Actions

F. SUPPLEMENT

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



School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

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

DRAFT

Description

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

Field Trips Details

School	Date	Destination	Group	Purpose
Lakeside Junior High	2/4 - 2/8/25	Washington, DC and Annapolis, MD	Pre-AICE, AD/STD Social Studies Classes	Group tour of Washington and Annapolis
Fleming Island High	7/22 - 7/24/24	Lakeland, FL	Varsity Football	Team football camp.
Keystone Heights High School	4/19 - 4/20/24	Lakeland, FL	Boys Weightlifting	Qualified for the FHSAA State Tournament
Keystone Heights High School	5/7 - 5/9/24	Pensacola, FL	Baseball	Qualified for the FHSAA playoffs
Middleburg High School	9/6 - 9/8/24	Camp Blanding, FL	NJROTC	Orienteering training for the upcoming season
Middleburg High School	3/18 - 3/21/25	New York, NY	Chorus, Band and Musical Theatre	Experience various Broadway performances
Middleburg High School	9/6 - 9/7/24	Tallahassee, FL	Volleyball	Volleyball matches
Middleburg High School	3/14 - 3/22/25	Washington, DC	US History classes	Tour Washington, DC
Middleburg High School	3/14 - 3/22/25	Washington, DC	World History and Holocaust classes	Tour Washington, DC
Middleburg High School	7/26 - 7/28/24	Gainesville, FL	Volleyball	Volleyball camp
Middleburg High School	8/29 - 8/31/24	Gainesville, FL	Varsity Volleyball	Volleyball Tournament
Middleburg High School	9/26 - 9/28/24	Venice, FL	Varsity Volleyball	Volleyball Tournament
Oakleaf High School	7/20 - 7/22/24	Lakeland, FL	Varsity Tackle Football team	FCA Camp
Oakleaf High School	6/6 - 6/9/24	Deland, FL	Dance Team	Dance competition
Orange Park High School	3/12 - 3/20/25	San Jose, Costa Rica	Spanish Lang students	Language/culture immersion
Orange Park High School	6/8 - 6/15/24	Gainesville, GA	NJROTC	Leadership academy

Orange Park High School	7/23 - 7/27/24	Starke, FL	NJROTC	Basic leadership training
Orange Park High School	6/3/24	Macon, GA	Football	Mike Jacobs football camp
Orange Park High School	6/21 - 6/22/24	Valdosta, GA	Boys Basketball	Team building and exposure to the college experience
Ridgeview High School	6/8 - 6/15/24	Gainesville, GA	NJROTC New cadet leaders	Leadership Academy training

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

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

Recommendation

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

Contact

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

Treasure Pickett, Chief of Secondary Ed; treasure.pickett@myoneclay.net; 904-336-6918

Financial Impact

None

Review Comments

Attachments

📎 [June 2024 Student Travel.pdf](#)

June 6, 2024

SCHOOL DISTRICT OF CLAY COUNTY
FIELD TRIP REQUEST

- School Requesting: LAKE SIDE JUNIOR HIGH
- Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: BAILEY TOURS (ACADEMY)
- Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes No _____
- Dates of Field Trip*: 2/4-8/25 Destination*: WASHINGTON D.C. & ANNAPOLIS, MD
- Group Taking Trip: PRE-AICE, ADV./STD. SOCIAL STUDIES CLASSES
- If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A
- Educational Value of Field Trip: STUDENTS WILL BE ABLE TO VISIT AND EXPERIENCE HISTORICAL AND EDUCATIONAL SIGHTS THAT ARE TAUGHT AND/OR DISCUSSED IN CIVICS, US HISTORY, SCIENCE AND 7TH/8TH GRADE ELA CLASSES. ALSO, SEE ATTACHED ITINERARY.
- Supporting Florida Standards Benchmark(s) with Narrative(s): SEE ATTACHED FLORIDA STANDARDS BENCHMARKS FOR CIVICS, U.S. HISTORY, SCIENCE, 7TH ELA AND 8TH ELA
- Number of Students*: 90 Number of Chaperones*: 10
- Cost Per Student: \$1399.00 Budget Code or Source to be charged: _____
PARENTS \$1639.00 (Example: Internal Accounts, 5100.0331, Athletic Departments)
- Departure Time*: TUESDAY, 2/4/25 5:00 AM Returning Time*: SATURDAY, 2/8/25 10:00 PM

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

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

Bus Requisition Number(s): _____

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

5/1/24
Date

[Signature]
Principal

5/14/24
Date

[Signature]
Assistant Superintendent

5/16/24
Date

[Signature]
Superintendent

5/17/24
Date

Bailey Tours

INCORPORATED

LAKESIDE JUNIOR HIGH SCHOOL
WASHINGTON, D.C./ANNAPOLIS, MD TOUR
FEBRUARY 4 – 8, 2025
SUGGESTED ITINERARY

TUESDAY
FEBRUARY 4

5:00 AM

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

5:30 AM

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

10:00 PM

Approximately, arrive hotel.

WEDNESDAY
FEBRUARY 5

7:00 AM

Breakfast. This morning you will visit Air and Space Museum (Dulles Airport). Lunch. This afternoon you will visit the Holocaust Museum (subject to appointment). Dinner. This evening you will visit the Lincoln, Viet Nam, Korean and World War II Memorials.

THURSDAY
FEBRUARY 6

7:00 AM

Breakfast. This morning you will travel to Annapolis, MD where you will tour the Naval Academy. Return to Washington, D.C. Lunch. This afternoon you will visit the Spy Museum and the National Archives Building (subject to appointment). Dinner. This evening you will visit the Jefferson and MLK Memorials.

FRIDAY
FEBRUARY 7

7:00 AM

Breakfast. This morning you will visit the nations Capitol Building (appointment arranged by group), the Library of Congress and stop by the White House for pictures. Lunch. This afternoon you will visit the American History Museum, Ford's Theatre and other points of interest as time will allow. Dinner, afterwards ride the Capitol Wheel for an evening view of the D.C. Skyline.

SATURDAY
FEBRUARY 8

7:00 AM

Depart your hotel for breakfast. Afterwards continue your trip home. Necessary stops made for breaks and meals (lunch and dinner).

10:00 PM

Approximately, arrive Orange Park, FL

ALL SIGHTSEEING SUBJECT TO APPOINTMENT

COST OF TOUR: \$1399.00 per student quad occupancy
\$1639.00 per adult double occupancy
(minimum 45 paid, maximum 52 per coach)

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

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

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

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

"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.

ALL SIGHTSEEING SUBJECT TO APPOINTMENT

Lakeside Junior High
2025 Washington D.C. Tour

Supporting Standards and Benchmarks with Narratives

Civics:

SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

SS.7.CG.1.3 Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government.

SS.7.CG.1.1: Analyze the influences of ancient Greece, ancient Rome and the Judeo-Christian tradition on America's constitutional republic.

SS.7.CG.1.2: Trace the principles underlying America's founding ideas on law and government.

SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.1.9 Describe how the U.S. Constitution limits the powers of government through separation of powers, checks and balances, individual rights, rule of law and due process of law.

SS.7.CG.3.1 Analyze the advantages of the United States' constitutional republic over other forms of government in safeguarding liberty, freedom and a representative government.

SS.7.CG.1.2: Trace the principles underlying America's founding ideas on law and government.

SS.7.CG.3.7 Explain the structure, functions and processes of the legislative branch of government.

SS.7.CG.3.3 Describe the structure and function of the three branches of government established in the U.S. Constitution.

SS.7.CG.3.14: Explain the purpose and function of the Electoral College in electing the President of the United States.

SS.7.CG.2.6: Examine the election and voting process at the local, state and national levels.

SS.7.CG.2.8: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.68.HE.1.1: Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

U.S. History:

SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention: New Jersey Plan, Virginia Plan, Great Compromise, Three-fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president.

SS.8.CG.3.1: Trace the foundational ideals and principles related to the U.S. government expressed in primary sources from the colonial period to Reconstruction.

SS.8.A.3.12 Examine the influences of George Washington's presidency in the formation of the new nation.

SS.8.A.3.14 Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

SS.8.A.4.1 Examine the causes, course, and consequences of United States Westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase.

SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations

SS.8.CG.2.2: Compare the responsibilities of citizens at the local, state and national levels.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

Science:

SC.6.P.13.1 - Investigate and describe the types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, gravitational, friction, and air resistance.

SC.6.P.13.3 - Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

SC.8.E.5.10 - Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.

7th Grade Language Arts:

<p>ⒺⒷ Speech: Farewell Address By Dwight Eisenhower (on the Realize platform in the B.E.S.T. Sample Text Library)</p>	<p>R.2.2 Central Idea R.2.3 Purpose and Perspective</p>	<p>R.2.4 Argument R.3.2 Paraphrase & Summarize R.3.3 Comparative Reading R.3.4 Understanding Rhetoric</p>	<p>Ⓙ Contemporary ➤ <u>Text Resource Folder</u></p>
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<p>ⒺⒷ Speech: <i>Give Me Liberty or Give Me Death</i> By Patrick Henry (available through CommonLit)</p>	<p>R.2.3 Purpose and Perspective R.2.4 Argument R.3.2 Paraphrase & Summarize R.3.4 Understanding Rhetoric</p>	<p>Make spotlight and stack choices based on your instruction focus. Consider what students need to learn in the first quarter for mastery at the end of the year.</p>	<p>Ⓙ Colonial and Early National ➤ <u>Text Resource Folder</u></p>
<p>ⒺⒷ Speech: <i>On Women's Right to Vote</i> By Susan B. Anthony (on the Realize platform in the B.E.S.T. Sample Text Library)</p>	<p>R.2.3 Purpose and Perspective R.2.4 Argument R.3.2 Paraphrase & Summarize R.3.4 Understanding Rhetoric</p>	<p>Make spotlight and stack choices based on your instruction focus. Consider what students need to learn in the first quarter for mastery at the end of the year.</p>	<p>Ⓙ Realism and Naturalism ➤ <u>Text Resource Folder</u></p>

8th Grade Language Arts:

<p>Ⓔ Anchor Text: Paired Text Comparing Across Genres (counts as 1): → Drama: The Diary of Anne Frank, Act I & Act II By Albert Hackett pg.141 & 197 → Infographic: Frank Family and World War II Timeline pg. 235</p>	<p>Drama: R.1.1 Literary Elements R.1.3 Perspective & POV C.1.2 Narrative Writing-dialogue V.1.2 Morphology V.1.3 Context & Connotation</p> <p>Infographic: V.1.1 Academic Vocabulary R.2.1 Structure</p> <p>Both: R.3.3 Comparative Reading</p>	<p>Drama: EE.1.1 Cite Evidence EE.2.1 Comprehend text EE.3.1 Make Inferences EE.5.1 Create quality work EE.6.1 Use tone & voice R.3.1 Figurative Language C.1.3 Argumentative Writing C.4.1 Researching & Use info. V.1.1 Academic Vocabulary</p> <p>Infographic: EE.1.1 - Cite Evidence EE.2.1 - Comprehend text EE.3.1 - Make Inferences</p>	<p>Ⓣ Contemporary The Diary of Anne Frank, Act I ➤ <u>Text Resource Folder</u> *Accessible Text R.1.1 Dramatic Speeches R.3.1 Language & Mood V.1.3 Denotation & Connotation</p> <p>Ⓣ Contemporary The Diary of Anne Frank, Act II ➤ <u>Text Resource Folder</u> *Accessible Text R.1.1 Dramatic Structure R.1.1 Dramatic Irony-Nonlinear *Change in benchmark, does not support R.3.1 V.1.2 Latin Suffix -ent</p>
<p>ⒷⓇ Diary: from <i>Anne Frank: The Diary of a Young Girl</i> Anne Frank pg. 259</p>	<p>R.2.2 Central Idea R.2.3 Purpose and Perspective V.1.2 Morphology V.1.3 Context & Connotation</p>	<p>EE.1.1 Cite Evidence EE.2.1 Comprehend text EE.3.1 Make Inferences EE.5.1 Create quality work R.2.1 Structure R.3.2 Paraphrase & Summarize C.1.3 Argumentative Writing</p>	<p>Ⓣ Contemporary ➤ <u>Text Resource Folder</u> *Accessible & Spanish Texts R.2.2 Author's Purpose & Central Idea R.2.3 Voice & Perspective V.1.2 Latin Root -strict</p>

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

**ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024**

1. School Requesting: Fleming Island

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*: July 22-24 Destination*: Southeastern University

5. Group Taking Trip: Varsity Football

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

7. Educational Value of Field Trip: Team Football Camp to Prepare for upcoming season.

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

9. Number of Students*: 50 Number of Chaperones*: 10

10. Cost Per Student: 180 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 7:00 Am on 7-22 Returning Time*: 6:00 Pm on 7-24

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.

12. Requisition Number(s): _____

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

5-3-24

Date 5/3/24

[Signature]
Principal

Date 5/7/24

[Signature]
Assistant Superintendent

Date 5/8/24

[Signature]
Superintendent

Date

[Handwritten initials]

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
Received too late for May 2, 2024
Board Meeting
Received for information: June 6, 2024

1. School Requesting: Keystone
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other ✓
If Commercial Carrier or Other, please state type: Rentals
3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes _____ No ✓
4. Dates of Field Trip*: 4-19/4-20 Destination*: Labeland/Barton
5. Group Taking Trip: Boys Weightlifting
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: FHAA State Tournament
qualified
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 15 Number of Chaperones*: 7
10. Cost Per Student: ~~##~~ Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 2:00 pm Returning Time*: 11pm 4-20-24

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

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

Bus Requisition Number(s): _____

Teacher, Team Leader, Department Head, Etc.

Date

Principal

Date

Assistant Superintendent

Date

Superintendent

Date

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SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: KHHS 031
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other ✓
If Commercial Carrier or Other, please state type: Van/Bus
3. Trip(s) Overnight: Yes No Trip(s) Out-of-State: Yes _____ No ✓
4. Dates of Field Trip*: 5-7-24-8-5-24 Destination*: Peruville
5. Group Taking Trip: Baseball
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: FLHSAA Quarter Final playoffs.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 14 Number of Chaperones*: 3
10. Cost Per Student: _____ Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 5-7-24 5pm Returning Time*: 5-7-24

*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

5-6-24

Date
5/6/24

Date
5/7/24

Date
5/8/24

Date

61

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

- School Requesting: Middleburg High School
- Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) X Commercial Carrier _____ Other _____
If Commercial Carrier or Other, please state type: _____
- Trip(s) Overnight: Yes X No _____ Trip(s) Out-of-State: Yes _____ No X
- Dates of Field Trip*: Sept 6-8
~~August 2024~~ Destination*: Camp Blanding
- Group Taking Trip: MHS NJROTC
- If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. _____
- Educational Value of Field Trip: Initial orienteering training for the upcoming season.
- Supporting Florida Standards Benchmark(s) with Narrative(s): Initial orienteering training for the upcoming season.
- Number of Students*: ≈ 10-12 Number of Chaperones*: 1
- Cost Per Student: ≈ \$120.00 Budget Code or Source to be charged: 3107
(Example: Internal Accounts, 5100.0331, Athletic Departments)
- Departure Time*: 7:30 Returning Time*: 7:30

*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

5/9/24
Date

5/16/24
Date

5/17/24
Date

Date

**ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL**

June 6, 2024

**SCHOOL DISTRICT OF
FIELD TRIP REQUEST**

1. School Requesting: MHS
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier _____ Other
If Commercial Carrier or Other, please state type: Greenlight Travel Company
3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes No _____
4. Dates of Field Trip*: 3/18/25 - 3/21/25 Destination*: NYC
5. Group Taking Trip: Chorus, Band, & Musical Theatre
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: Watch Broadway performances, workshop with Broadway perform, watch other various live performances, experience theatrical history!
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 60 Number of Chaperones*: 10
10. Cost Per Student: \$2000.00 Budget Code or Source to be charged: Ø
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 6AM Returning Time*: 11:59pm

**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

3/20/24
Date
5/14/24
Date
5/16/24
Date
5/17/24
Date

2

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

SCHOOL DISTRICT ()
FIELD TRIP REQ

1. School Requesting: Middleburg High School
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*: 9/6 - 9/7/2024 Destination*: Tallahassee - Lincoln + Chiles High School
5. Group Taking Trip: Middleburg Volleyball, 2 Volleyball matches
6. If using private vehicles, list approved driver(s): Meredith Forkum, Kory Cobb, Tony Valentin
7. Educational Value of Field Trip: _____

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

9. Number of Students*: 12-14 Number of Chaperones*: 3-4
10. Cost Per Student: — Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TBD Returning Time*: TBD

*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): _____

Meredith Forkum
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
Assistant Superintendent
D. Kru
Superintendent

5/8/2024
Date
5/6/24
Date
5/16/24
Date
5/17/24
Date

3

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

June 6, 2024

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: MHS
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*: 3/14/25-3/22/25 Destination*: _____
TBD 4 days 3 nights
5. Group Taking Trip: US History
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: providing equitable access for students to learn while engaging in social-based activities. facilitates students' ability to synthesize.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): SS.1A.2.1
understand history tells a story of people and events
9. Number of Students*: 40 Number of Chaperones*: 4
10. Cost Per Student: 2,000 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TBD Returning Time*: TBD

*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.

5-07-24
Date

[Signature]
Principal

5-7-24
Date

[Signature]
Assistant Superintendent

5/16/24
Date

[Signature]
Superintendent

5/17/24
Date

4

Middleburg High School

I'm here to help.



Judy Strejc
Tour Specialist
Phone: 630.452.5228
JudyS@STA-Mail.com
SchoolToursOfAmerica.com

Dear Melissa & Terry,

Thank you for your interest in School Tours of America and for the opportunity to present this custom tour program. Please contact me with any questions.

4 DAYS & 3 NIGHTS IN WASHINGTON, DC

Travel Dates: Spring or Summer, 2025
This discounted price is based on 35 full-paying travelers (4/room)
Registration deposit: \$99 which is applied to the trip price

Student (4 per room)	Adult (2 per room)
\$1,831	\$2,101

1 Chaperone travels FREE for every 10 full-paying participants

Air Transportation: Round-trip from Jacksonville, FL	INCLUDED
Meals: All meals except en-route	INCLUDED
Hotel: 3 nights at Full-service property	INCLUDED
All-admission fees and sightseeing	INCLUDED

Summer Money \$20 per full-paying participant*

STA EXCLUSIVES:

- TripCARE- a travel solution to keep participants safe, healthy, and ready to tour!
- Summer Money- Rewards for registrations before July 1st
- Promotion Specialist- A tour promotional expert that helps you jump start your trip
- Payment Protection Program- Travelers can cancel & get a FULL refund (Minus PPP cost)
- MyTourFund.com- FREE fundraising tool provided to all travelers
- MyTour Portal- Intuitive, online dashboard to manage your trip
- Travel Bucks- Redeemable credits for personal travel, scholarships & more
- Personal Tour Coordinator- Experienced insider who crafts your perfect trip
- On-site Tour Staff- STA representatives at your hotel, on-call 24 hours a day for you
- Flexible Accounting- Convenient payment plans and NO LATE FEES!

YOUR CUSTOM FEATURES:

- | | |
|--------------------------|---|
| National Archives | Holocaust Museum |
| World War II Memorial | Lincoln Memorial |
| Washington Monument | Korean War Memorial |
| Iwo Jima Memorial | Arlington National Cemetery |
| Mount Vernon | Martin Luther King, Jr. Memorial |
| White House Picture Stop | Thomas Jefferson Memorial |
| Group Photo | Smithsonian Complex – |
| US Capitol | African American History & Culture Museum |
| Supreme Court | National History Museum |
| Library of Congress | Air & Space Museum |
| Jefferson Memorial | Natural History Museum |

WHAT'S INCLUDED:

- Close-in hotels
- Trip Concierge
- Transportation
- Licensed guides
- MyTourFund.com
- Admissions
- Insurance
- Private security
- Drawstring bag



Middleburg High School -Sample Itinerary: Washington, DC

4 Days / 3 Nights

Day	Day 1	Day 2	Day 3	Day 4
	Group departs for Washington, DC	BREAKFAST <u>Mt. Vernon:</u> George Washington's home	BREAKFAST <u>Capitol Hill:</u> US Capitol Supreme Court Library of Congress	BREAKFAST <u>Arlington National Cemetery:</u> Tomb of the Unknowns Changing of the Guard Kennedy Gravesites Challenger Memorial Iwo Jima Memorial
	LUNCH National Archives	LUNCH <u>Holocaust Memorial:</u> "Daniel's Story"	LUNCH <u>Smithsonian Complex:</u> Choice of: Natural History Museum American History Museum	LUNCH <u>Smithsonian Complex:</u> Choice of: Air & Space Museum Natl' Museum of African American History & Culture
	DINNER World War II Memorial	DINNER Lincoln Memorial Korean War Memorial Vietnam Veterans Memorial	DINNER <u>Illumination Night Tour:</u> Jefferson Memorial MLK Memorial FDR Memorial	DINNER Group departs for home
	Check into full-service hotel Security on duty all evening	Return to hotel Security on duty	Return to hotel Security on duty	

***All meals included (except en route)**



This is a **SAMPLE ITINERARY** of sites generally seen on tour.
Your itinerary is being customized by your Group Leader.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

SCHOOL DISTRICT
FIELD TRIP REQ

1. School Requesting: MHS
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*: 3/19 - 3/22 Destination*: Washington D.C.
TBD 4 days 3 nights
5. Group Taking Trip: World History & Holocaust
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: providing equitable access for students to learn while engaging in social-based activities. It facilitates students' ability to synthesize.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
SS.1.A.2.1- Understand history tells a story of people and events.
9. Number of Students*: 40 Number of Chaperones*: 4
10. Cost Per Student: 2,000 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TBD Returning Time*: TBD

*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.

05/07/24
Date

[Signature]
Principal

5/7/24
Date

[Signature]
Assistant Superintendent

5/16/24
Date

[Signature]
Superintendent

5/17/24
Date

5

Middleburg High School

I'm here to help.



Judy Strejc
Tour Specialist
Phone: 630.452.5228
JudyS@STA-Mail.com
SchoolToursOfAmerica.com

Dear Melissa & Terry,

Thank you for your interest in School Tours of America and for the opportunity to present this custom tour program. Please contact me with any questions.

4 DAYS & 3 NIGHTS IN WASHINGTON, DC

Travel Dates: Spring or Summer, 2025
This discounted price is based on 35 full-paying travelers (4/room)
Registration deposit: \$99 which is applied to the trip price

Student (4 per room)	Adult (2 per room)
\$1,831	\$2,101

1 Chaperone travels FREE for every 10 full-paying participants

Air Transportation: Round-trip from Jacksonville, FL	INCLUDED
Meals: All meals except en-route	INCLUDED
Hotel: 3 nights at Full-service property	INCLUDED
All-admission fees and sightseeing	INCLUDED

Summer Money \$20 per full-paying participant*

STA EXCLUSIVES:

- TripCARE- a travel solution to keep participants safe, healthy, and ready to tour!
- Summer Money- Rewards for registrations before July 1st
- Promotion Specialist- A tour promotional expert that helps you jump start your trip
- Payment Protection Program- Travelers can cancel & get a FULL refund (Minus PPP cost)
- MyTourFund.com- FREE fundraising tool provided to all travelers
- MyTour Portal- Intuitive, online dashboard to manage your trip
- Travel Bucks- Redeemable credits for personal travel, scholarships & more
- Personal Tour Coordinator- Experienced insider who crafts your perfect trip
- On-site Tour Staff- STA representatives at your hotel, on-call 24 hours a day for you
- Flexible Accounting- Convenient payment plans and NO LATE FEES!

YOUR CUSTOM FEATURES:

National Archives	Holocaust Museum
World War II Memorial	Lincoln Memorial
Washington Monument	Korean War Memorial
Iwo Jima Memorial	Arlington National Cemetery
Mount Vernon	Martin Luther King, Jr. Memorial
White House Picture Stop	Thomas Jefferson Memorial
Group Photo	Smithsonian Complex –
US Capitol	African American History & Culture Museum
Supreme Court	National History Museum
Library of Congress	Air & Space Museum
Jefferson Memorial	Natural History Museum

WHAT'S INCLUDED:

- Close-in hotels
- Trip Concierge
- Transportation
- Licensed guides
- MyTourFund.com
- Admissions
- Insurance
- Private security
- Drawstring bag



Middleburg High School -Sample Itinerary: Washington, DC

4 Days / 3 Nights

Day	Day 1	Day 2	Day 3	Day 4
	Group departs for Washington, DC	BREAKFAST <u>Mt. Vernon:</u> George Washington's home	BREAKFAST <u>Capitol Hill:</u> US Capitol Supreme Court Library of Congress	BREAKFAST <u>Arlington National Cemetery:</u> Tomb of the Unknowns Changing of the Guard Kennedy Gravesites Challenger Memorial Iwo Jima Memorial
	LUNCH National Archives	LUNCH <u>Holocaust Memorial:</u> "Daniel's Story"	LUNCH <u>Smithsonian Complex:</u> Choice of: Natural History Museum American History Museum	LUNCH <u>Smithsonian Complex:</u> Choice of: Air & Space Museum Natt' Museum of African American History & Culture
	DINNER World War II Memorial	DINNER Lincoln Memorial Korean War Memorial Vietnam Veterans Memorial	DINNER <u>Illumination Night Tour:</u> Jefferson Memorial MLK Memorial FDR Memorial	DINNER Group departs for home
	Check into full-service hotel Security on duty all evening	Return to hotel Security on duty	Return to hotel Security on duty	

***All meals included (except en route)**



This is a **SAMPLE ITINERARY** of sites generally seen on tour.
Your itinerary is being customized by your Group Leader.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

June 6, 2024

SCHOOL DISTRICT
FIELD TRIP REQUEST

1. School Requesting: Middleburg High School
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*: 7/26/24 - 7/28/24 Destination*: University of Florida Volleyball Camp/Gainesville
5. Group Taking Trip: Middleburg Volleyball
6. If using private vehicles, list approved driver(s): Meredith Forkum, Kory Cobb, Tony Valentin
7. Educational Value of Field Trip: Volleyball Camp
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 22-24 Number of Chaperones*: 3
10. Cost Per Student: \$175.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TBD Returning Time*: TBD

*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): _____

Meredith Forkum
Teacher/Team Leader, Department Head, Etc.

Date

4/15/24

[Signature]
Principal

Date

4/15/24

[Signature]
Assistant Superintendent

Date

5/16/24

[Signature]
Superintendent

Date

5/17/24

6

FLORIDA™

VOLLEYBALL CAMP

HOW DO I REGISTER MY TEAM?

- To reserve a space in team camp, return the following pages of this document to CK (Caroline Knop), Director of Team Camp Enrollment, via email at ckk@gators.ufl.edu or VolleyballCamp@gators.ufl.edu.
- You may register as many teams as you would like (Varsity, JV, Freshmen, etc.). Teams **MUST HAVE** at least 8 players and we **SUGGEST** a maximum of 12 players.

WHAT ARE THE PAYMENT OPTIONS FOR TEAM CAMP?

- There are two payment options available for team camp
 - **Option 1** – Each athlete pays in FULL online with a credit / debit card.
 - **Option 2** – High School pays in FULL for each athlete with school check or credit card.
 - School check or credit card payment **MUST** be *received* by **June 26th**
 - Each athlete still **MUST** register ONLINE and select the option: check-out w/o payment.
- The same payment option (1 or 2) must be used by the entire group.
- For teams choosing housing option, one coach per team is included in the cost. Additional coaches: \$125 for housing and meals. Female coaches who wish to be housed on the same floor as their team, must complete a **background check and affidavit**. Male coaches will be housed on a separate floor, likely a separate building.

HOW DO MY ATHLETE'S REGISTER?

- **EACH ATHLETE ATTENDING CAMP, MUST REGISTER ONLINE BY JUNE 26th!**
- The registration process for your athletes is outlined in detail in the "Team Camp 2024 – Coaches Guide" you will receive after returning the form below.
- It is your responsibility to oversee the completion of registration and medical/insurance requirements for all campers on the team. Frequent emails are sent with updates on the status of each team member.

WHO COACHES MY TEAM AT CAMP?

- A Florida Volleyball Camp Coach will be assigned to work with you and your team.
- Should you wish to coach your own team, there is an option to do so as a member of the Florida Volleyball Camp Staff, and be paid \$400 pre-tax.
 - As a staff member, you are required to complete all pre-camp paperwork, including the required background check and fingerprinting. Please note the UAA hiring process is extensive and will take additional time by you. If paperwork is not completed **30 days prior to camp**, you will NOT be allowed to work as a Florida Volleyball Camp Staff member, and a coach will be assigned to your team.
 - Coaching your own team means you will attend staff meetings 15 mins prior to each session and run the camp drills on your team's court.

YOU WILL RECEIVE A COACHES GUIDE AFTER REGISTERING YOUR TEAM. THE GUIDE WILL ANSWER QUESTIONS YOU MIGHT HAVE CONCERNING CAMP.

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

June 6, 2024

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: Middleburg High School
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*: 8/29-8/31 Destination*: Nike Tournament of Champions
Gainesville
5. Group Taking Trip: Varsity Volleyball
6. If using private vehicles, list approved driver(s): Meredith Forkum, Kory Cobb, Tony Valentin
7. Educational Value of Field Trip: Volleyball Tournament
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 12-14 Number of Chaperones*: 2-3 Coaches
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: See req. Returning Time*: See req.

*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): _____

Meredith Forkum
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

3/27/24
Date

3/24/24
Date

5/16/24
Date

5/17/24
Date

7



The 5th
NIKE TOURNAMENT OF CHAMPIONS

August 30th and 31st, 2024
Gainesville, FL

Dear Girls Volleyball Coach,
Congratulations.

We are pleased to extend to you this invitation to compete in the Fifth Annual NIKE Tournament of Champions scheduled for August 30th and 31st, 2024 in Gainesville, Florida. You are among a small group of coaches from around the United States selected to receive this invitation.

OVERVIEW

For more than two decades, the Tournament of Champions has produced the most competitive and prestigious high school sporting events in North America and the world. Since its inception, the Tournament of Champions has hosted more than 40,000 student athletes from all 50 states, Canada and Australia. Publications from the USA Today to ESPN have used words like "staggering" and "unparalleled" to describe its events.

2024 HIGHLIGHTS

- 96 teams
- Six matches guaranteed (all best of three)
- All matches played at the brand new Alachua County Sports and Events Center, which hosts 18 courts under one roof
- Awards for Champions, Runners-up, and All-Tournament selections in all divisions

2024 SCHEDULE

Thursday, August 29	All teams arrive in Gainesville
Friday, August 30	Three matches
Saturday, August 31	Three matches
Sunday, September 1	All teams depart Gainesville

SANCTION AND SPONSORSHIP

The Tournament of Champions is sponsored by Oviedo High School and is sanctioned by the Florida High School Athletic Association (FHSAA) and the National Federation of High Schools (NFHS). All participating teams must be a member of their state athletic association.

CONTRACT

If you wish to compete in the 2024 Nike Tournament of Champions, please return the enclosed contract no later than June 1, 2024. Entry fee is \$620 for six matches guaranteed. Entry fee is not due at this time.

QUESTIONS

For questions concerning this invitation, please visit our website at www.niketournamentofchampions.com, or send an email to Ashleigh Picci: ashleigh.picci@thetoc.org.

Thanks and we hope to see you in Gainesville.

Lauren Sopak

Senior Director of Events

NIKE Tournament of Champions

Ashleigh Picci

VP of Operations

NIKE Tournament of Champions

Steve Kozaki

Executive Director

NIKE Tournament of Champions

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: Middleburg High School
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*: 9/26/24-9/28/24 Destination*: Venice High School
5. Group Taking Trip: Varsity Volleyball
6. If using private vehicles, list approved driver(s): Meredith Forkum, Kory Cobb, Tony Valentin
7. Educational Value of Field Trip: Volleyball Tournament
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____
9. Number of Students*: 12-14 Number of Chaperones*: 2-3 Coaches
10. Cost Per Student: 0 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: See Req. Returning Time*: See Req.

*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.

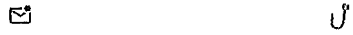
Bus Requisition Number(s): _____

Merkle Tol
Teacher/Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
Assistant Superintendent
[Signature]
Superintendent

3/27/24
Date
5/14/24
Date
5/16/24
Date
5/17/24
Date

[Signature]

- 99+
- Mail
- ↳
- Chat
- Meet



Good Afternoon,

Congratulations to all of you on a great season! I would like to invite you and your team to Venice High's 10th Annual Battle at the Beach Invite. Our state of the art school is on the beautiful Island of Venice and we have 2 gyms. The community of Venice w most competitive tournaments in the Southeast and we feel like we have identified the top teams in 2024 and you ar your team as they prepare for the state playoffs. Last year we had 13 of the 16 teams finish in the top 30 in FL with 1 be 4 pools of 4 and then playoffs with all the 1st place teams against each other in Gold, 2nd places in silver, etc. If you are accepting the invitation, please let me know asap bc we have invited 20 teams and will take the 1st 16 to c we will send out a second wave of invites. Looking forward to hearing back from everyone. Have a great weekend!

Sincerely,


Brian Wheatley
 Head Volleyball Coach (1994-Present)
 Venice High School, Venice, FL
 28x District Champs, 14x Region Champs, 2 State Runner Up
 1998, 2005, 2012, 2014, 2017, 2022 State Champs

Invites

- Venice,
- Berkeley Prep
- Lake highland Prep Orlando
- Westminster Christian Miami
- CCC
- Trinlly Catholic Ocala
- Bishop Kenney Jacksonville
- Tampa prep
- St Thomas Aquinas Ft. Lauderdale
- Gulliver Prep
- Beachside
- Middleburg
- Chilles
- Ovledo
- Winter Park and about 5 out of state teams

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Please be aware that all e-mail to and fro

This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. Please be aware that all e-mail to and from Saras

 mforkum emforkum@bellsouth.net

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

1. School Requesting: Oakleaf High School

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

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

4. Dates of Field Trip*: July 20th - 22nd Destination*: Southwestern University Camp ^{FCA}

5. Group Taking Trip: Oakleaf Varsity Tackle Football Team

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

7. Educational Value of Field Trip:
- Exposure to College Life and Campuses
- Learning with other Students Throughout the State

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

9. Number of Students*: 45 Number of Chaperones*: 8

10. Cost Per Student: 150⁰⁰ Budget Code or Source to be charged: Football 11.01
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: July 20th 8am Returning Time*: July 22nd 6pm
*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):

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

4-23-24
Date

[Signature]
Principal

9/24/24
Date

[Signature]
Assistant Superintendent

9/25/24
Date

[Signature]
Superintendent

9/29/24
Date

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SCHOOL DISTRICT OF C
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

1. School Requesting: Oakleaf

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

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

4. Dates of Field Trip*: June 6-June 9 2024 Destination*: De land, FL Stetson Univ.

5. Group Taking Trip: Dance Team

6. If using private vehicles, list approved driver(s): parents provide transportation

7. Educational Value of Field Trip: KMDT will be using a variety of thinking skills

to analyze and educate dance. They will compare choreography to audience members interpretation of meaning. They will compare choreography to audience members. They will interpret dance from a different region of culture + evaluate personal opinion.

8. Supporting Florida Standards Benchmark(s) with Narrative(s): DA 912, C.1.2 - The process of critiquing work of art leads to development of critical thinking skills transferable to other content development of skills technique + processing into and strengthen the ability to remember, focus on + process sequence information

9. Number of Students*: 8 Number of Chaperones*: 1

10. Cost Per Student: 475.25 Budget Code or Source to be charged: 4036 - Dance
(Example: Internal Accounts, 5100.0331, Athletic Departments)

11. Departure Time*: 7:00 am Returning Time*: 4:00 pm

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

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

Bus Requisition Number(s):
[Signature]
Teacher, Team Leader, Department Head, Etc.
[Signature]
Principal
[Signature]
Assistant Superintendent
[Signature]
Superintendent

5/1/24
Date
5/1/24
Date
5/1/24
Date
5/8/24
Date

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Universal Dance Association
 711 N Front Street, Suite 100
 Memphis, TN 38107
 (888) 243-3782
<https://www.varsity.com/uda/>

INVOICE

Inv #	REG-0011271464
Date	05/01/2024
Cust #	27790009
Contact	Dalphine Tillman

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

Event Info: Stetson University
 421 N Woodland Blvd
 Deland, FL 32720-3757
 06/06/2024 - 06/09/2024

This location requires 1 adult per 10 minors.

Total Female Athletes: 8	Total Male Athletes: 0	Total Female Mascots: 0	Total Male Mascots: 0	Total Female Coaches: 1	Total Male Coaches: 0	Total Other: 0
Athlete (AT)	Bus Driver (BD)	Chaperone (CP)	Child (CD)	Coach (CO)	Family (FA)	Mascot (MA)

Package Name	Rate	Quantity	Amount
Participant Overnight	\$420.00	8	\$3,360.00
Advisor Overnight	\$420.00	1	\$420.00

Package Total: \$3,780.00
Total Registration Amount: \$3,780.00
Amount Paid: \$0.00
Balance Due: \$3,780.00
Balance Due Date: Upon Receipt



27-25

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

June 6, 2024

1. School Requesting: Orange Park
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other
If Commercial Carrier or Other, please state type: airline
3. Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes _____ No
4. Dates of Field Trip*: 3/12/2025 - 3/20/2025 Destination*: San Jose, Costa Rica
5. Group Taking Trip: Spanish language students
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: Language immersion, hands-on experiential learning, Cultural insight encompassing language, cuisine, music...
8. Supporting Florida Standards Benchmark(s) with Narrative(s): WLK12.NH.3.1 - Engage in short social interactions using phrases and simple sentences. WLK12.NH.3.2, WLK12.NH.3.3, WLK12.NH.8.1, WLK12.NH.8.3, WLK12.NH.9.1
9. Number of Students*: TBD Number of Chaperones*: 5:1 ratio
10. Cost Per Student: \$3,005 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: TBD Returning Time*: TBD

*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):

Judy Rehman
Teacher, Team Leader, Department Head, Etc.

[Signature]
Principal

[Signature]
Assistant Superintendent

[Signature]
Superintendent

4/9/24
Date

4/9/24
Date

4/15/24
Date

4/22/24
Date

1

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL

June 6, 2024

SCHOOL DISTRICT OF
FIELD TRIP REQUEST

1. School Requesting: OPM ✓
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*: 6/8/24 - 6/15/24 Destination*: Riverside Military Acad.
GAINESVILLE, GA.
5. Group Taking Trip: NSROTC
6. If using private vehicles, list approved driver(s): Parent/Family Member
7. Educational Value of Field Trip: Leadership Academy for rising
juniors + unit leaders.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): N/A
9. Number of Students*: 5 Number of Chaperones*: 0
10. Cost Per Student: \$250 - \$375.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 6 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

4/16/24
Date
4/17/24
Date
4/22/24
Date
4/22/24
Date

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

SCHOOL DISTRICT OF C
FIELD TRIP REQUEST

1. School Requesting: OPH
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*: 7/28/24 - 7/27/24 Destination*: CAMP BLANDING TRAINING CENT
STARKE, FL
5. Group Taking Trip: NTRTC
6. If using private vehicles, list approved driver(s): Parent Family member
7. Educational Value of Field Trip: BASIC LEADERSHIP TRAINING COURSE
for cadets who have completed 1st year of NTRTC
8. Supporting Florida Standards Benchmark(s) with Narrative(s): N/A
9. Number of Students*: 3 Number of Chaperones*: 0
10. Cost Per Student: \$1 220.00 Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 6 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

4/16/24
Date
4/17/24
Date
4/22/24
Date
4/22/24
Date

SCHOOL DISTRICT C
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
Received too late for May 2, 2024
Board Meeting

Received for information: June 6, 2024

1. School Requesting: Orange Park HS
2. Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier X Other _____
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*: June 3, 2024 Destination*: Mercer University
5. Group Taking Trip: Football
6. If using private vehicles, list approved driver(s): _____
7. Educational Value of Field Trip: This trip will provide students to gain life and leadership experience while competing in interscolastic sports.
8. Supporting Florida Standards Benchmark(s) with Narrative(s): PE. 912.R.6
Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction
9. Number of Students*: 40 Number of Chaperones*: 5
10. Cost Per Student: _____ Budget Code or Source to be charged: _____
(Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 04:00 AM Returning Time*: 21:00 PM

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

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

Bus Requisition Number(s):

Teacher, Team Leader, Department Head, Etc.

Principal

Assistant Superintendent

Superintendent

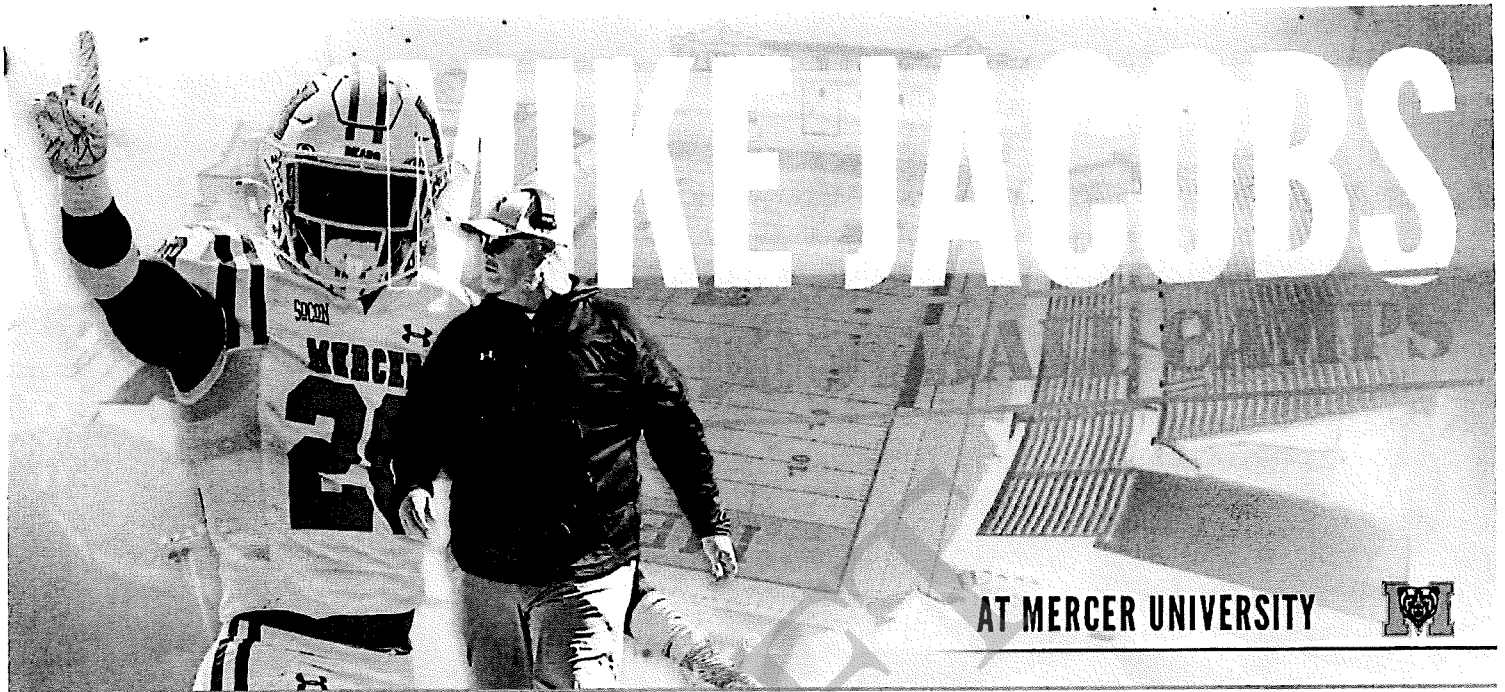
Date 4/12/2024

Date 4/17/24

Date 4/22/24

Date 4/22/24

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Mike Jacobs Football Camps at Mercer University | Macon, Georgia

Thank you for visiting the Mike Jacobs Football Camps page. For more information use the navigation above.

Mike Jacobs Football Camps and Clinics are open to any and all entrants (limited only by number, age, grade level and/or gender)

EVENT	DATES	GRADES	COST	REGISTER
Total Exposure Mega Camp I June 1st	06/01/2024	9th - College Senior Grade as of Fall 2024	See Prices	REGISTER > (HTTPS://REGISTER.RYZER.COM/CAMP.CFM?SPORT=1&ID=265055)
Total Exposure Mega Camp I June 3rd	06/03/2024	9th - College Senior Grade as of Fall 2024	See Prices	REGISTER > (HTTPS://REGISTER.RYZER.COM/CAMP.CFM?SPORT=1&ID=265056)

** Discounts and/or other fees may apply at checkout.*

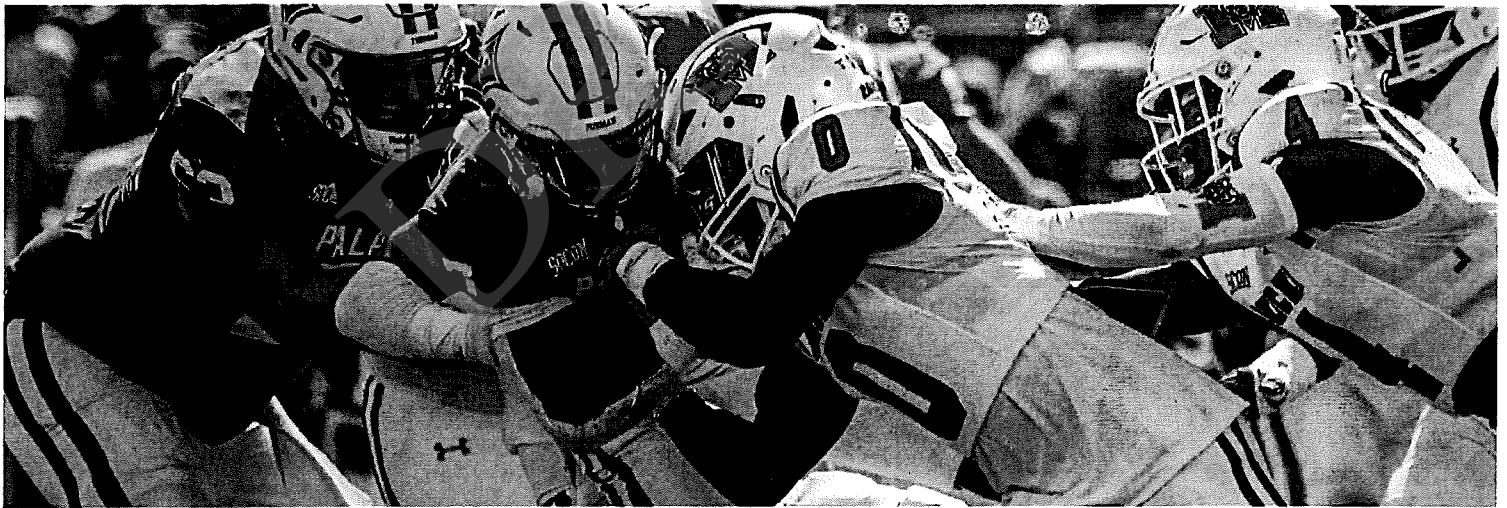
MIKE JACOBS MEGA CAMPS

AT MERCER UNIVERSITY
JUNE 1 & JUNE 3

REGISTRATION NOW OPEN

ACC SEC BIG XII
MAC SBC A MW C-USA

MIKE JACOBS CAMPS AND CLINICS ARE OPEN TO ANY AND ALL ENTRANTS (LIMITED ONLY BY NUMBER, AGE, GRADE LEVEL AND/OR GENDER) OPEN TO HIGH SCHOOL, TRANSFER & FRODO JR. PROSPECTS



Official Website of Mike Jacobs Football Camps.

Website & Registration by Ryzer (<https://ryzer.com>). Member of Football Camps USA (<https://www.footballcampsusa.com>).
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1. School Requesting: CPHS
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*: 6/21-6/22 Destination*: Valdosta, GA
5. Group Taking Trip: Boys Basketball
6. If using private vehicles, list approved driver(s): Derek Kurnitsky, John Conley
7. Educational Value of Field Trip: Team Bonding and get to tour a college campus. Also, kids get to stay in dorms - great experience
8. Supporting Florida Standards Benchmark(s) with Narrative(s): _____

9. Number of Students*: 12 Number of Chaperones*: 3
10. Cost Per Student: _____ Budget Code or Source to be charged: _____
 (Example: Internal Accounts, 5100.0331, Athletic Departments)
11. Departure Time*: 11/21 - 9:00 AM Returning Time*: 11/22 - 7:00 P.M.

*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

4/24/23

 Date
4/24/23

 Date
5/11/24

 Date
5/8/24

 Date

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4-23-24

SCHOOL DISTRICT OF CLAY
FIELD TRIP REQUEST

ADMINISTRATIVELY APPROVED
PENDING BOARD APPROVAL
June 6, 2024

- School Requesting: Ridgeview High School
- Transportation (Check One):
School Bus(s) _____ Private Vehicle(s) _____ Commercial Carrier Other _____
If Commercial Carrier or Other, please state type: Charter Bus
- Trip(s) Overnight: Yes No _____ Trip(s) Out-of-State: Yes No _____
- Dates of Field Trip*: SAT 8 JUN to SAT 15 JUN Destination*: Riverside Military Academy, Gainesville, GA
- Group Taking Trip: New Cadet leaders
- If using private vehicles, list drivers you wish to designate as Agents of the Board and attach the necessary Agent of the Board form. N/A
- Educational Value of Field Trip: This is to participate the NJROTC Area Leadership Academy training.
- Supporting Florida Standards Benchmark(s) with Narrative(s):
N/A
- Number of Students*: _____ Number of Chaperones*: 1
- Cost Per Student: \$175.00 Budget Code or Source to be charged: 3167
(Example: Internal Accounts, 5100.0331, Athletic Departments)
Returning Time*: 6:00 pm
- Departure Time*: 6:00 am

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

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

Teacher, Team Leader, Department Head, Etc.

Principal

Assistant Superintendent

Superintendent

4/16/2024

Date
4/16/24

Date
4/25/24

Date
4/29/24

Date

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Navy Junior ROTC Unit

Ridgeview High School
466 Madison Avenue
Orange Park, FL 32065
(904) 772-643-3290
LCdrPeterson@gmail.com



April 1, 2024

Dear Parent,

Congratulations! Your daughter/son is has been selected to attend Leadership Academy (LA) which is held at Riverside Military Academy, Gainesville, Georgia from Sunday, June 9th to Saturday, June 15th. The cost of the training is \$375; however, the unit will pay \$200. **The attached paperwork and \$175 is due no later Monday, April 22nd.** The Unit Field Trip QR Code is at the bottom of page 2 if you wish to pay online. Please note that free sports physicals for Ridgeview students will be held at 9:30 am in the Orange Park High School cafeteria on Saturday, April 20th.

I must emphasize that your son/daughter will be exposed to a very strenuous environment both physically and mentally. At this point in her/his life, your cadet probably has not been challenged to the extent they will be challenged at the Academy. Obviously, there are certain risks involved in any strenuous physical activity, which could possibly lead to serious injury. It is therefore imperative that your son/daughter be in excellent physical condition before participating in Leadership Academy activities. He/she **MUST** continue conditioning by running, doing sit-ups and push-ups **EVERY** day to be prepared. Any medical problems, which could inhibit his/her performance, must be made known to the NJROTC Leadership Academy Officer-in-Charge. The Leadership Academy staff strives to maintain a safety record with the careful training of its staff and selective screening of academy applicants.

This academy's goal is to expand on the leadership skills learned at the unit. Cadets will receive lessons in advanced leadership and will return to the unit ready to be a platoon commander or higher. They should arrive with a mindset of learning, not showing what they already know. They will be challenged with new ideas and scenarios. At times they will lead other cadets; but mostly they will follow other cadets. They need to be aware and accepting of that fact.

Important notes:

- Your cadet will have no cell phone access while at the academy. Please send any communications through me. I will be instructing at Leadership Academy and can pass on any information from you to your son/daughter or arrange for them to call you with my cellphone (772-643-3290). Please do not call Riverside Military Academy for any reason as the campus will not be staffed (with the exception of security). We rent the campus and bring our own staff; so the personnel working at the college are not aware of our schedule details and will not be interacting with your cadets.

- Drop off: Cadet check-in is from 1300-1600 (1:00 to 4:00 pm) on Sunday, June 9th. NJROTC Signs will be posted to direct parents to initial drop off points for the beginning of training. Parents will

June 6, 2024 - Regular School Board Meeting

Title

C5 - Daily Hours for Teachers and Students for School Year 2024-25

Description

Clay County District Schools establish student and teacher reporting hours on an annual basis. Additionally, common planning time is delineated for each school on a weekly basis. Common planning provides structured time during the school day for teachers to share instructional challenges, and best practices, as well as participate in sustained development activities.

Gap Analysis

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

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

-Goal 1: Engage all students to attain the necessary skills and knowledge to be future-ready graduates.

Recommendation

That the Clay County School Board approve the 2024-25 School Hours as submitted.

Contact

Roger Dailey, Chief Academic Officer, roger.dailey@myoneclay.net, 904.652.3066

Financial Impact

None

Review Comments

Attachments

[CCSD School-hours-2024-2025.pdf](#)



Clay County District Schools School Hours 2024-2025

SCHOOL	TEACHER REPORTING	TEACHER LEAVING	STUDENT REPORTING	STUDENT LEAVING	PLCs
Argyle Elementary	7:40	3:10	8:30	2:42	Wednesday 3:00-4:00
Bannerman Learning Center	Success 6:45 Champ/EA 7:00	Success 2:15 Champ/EA 2:30	Success 6:45 Champ/EA 7:42	Success 1:10 Champ/EA 2:02	Wednesday Success 1:15-2:15 Champ/EA2:05-2:30
C.E. Bennett Elementary	7:45	3:15	8:30	2:42	Wednesday 2:55-3:55
Clay Hill Elementary	7:30	3:00	8:30	2:42	Thursday 7:20-8:20
Clay High	7:00	2:30	7:20	1:40	Wednesday 1:20-2:20
Coppergate Elementary	7:50	3:20	8:30	2:42	Wednesday 7:15-8:15
Discovery Oaks Elementary	7:45	3:15	8:30	2:42	Tuesday 3:00
Doctors Inlet Elementary	7:50	3:10	8:30	2:42	Wednesday 3:00- 4:00
Fleming Island Elementary	7:45	3:15	8:30	2:42	Wednesday 2:45-3:45
Fleming Island High	7:00	2:30	7:20	1:40	Wednesday 1:30-2:30
Green Cove Springs Jr High	8:20	3:50	9:30	3:42	Thursday 8:30-9:15
Grove Park Elementary	7:30	3:00	8:30	2:42	Wednesday 7:15-8:15
Keystone Heights Elem.	8:00	3:30	8:30	2:42	Wednesday 7:30-8:15
Keystone Heights Jr/Sr High	7:00	2:30	7:20	1:40	Wednesday 1:30-2:30
Lake Asbury Elementary	7:40	3:10	8:30	2:42	Wednesday 7:40-8:15
Lake Asbury Junior High	8:20	3:50	9:30	3:42	Thursday 8:30-9:15
Lakeside Elementary	7:40	3:10	8:30	2:42	Thursday 7:25-8:25
Lakeside Junior High	8:20	3:50	9:30	3:42	Thursday 8:30
McRae Elementary	7:45	3:15	8:45	2:57	Thursday 7:30- 8:30
Middleburg Elementary	7:40	3:10	8:30	2:42	Tuesday 2:50-3:50
Middleburg High	7:00	2:30	7:20	1:40	Wednesday 1:20-2:20

SCHOOL	TEACHER REPORTING	TEACHER LEAVING	STUDENT REPORTING	STUDENT LEAVING	PLCs
Montclair Elementary	7:45	3:15	8:30	2:42	Wednesday 2:45 - 3:30
Oakleaf High	7:00	2:30	7:20	1:40	Wednesday 1:30-2:30
Oakleaf Junior High	8:20	3:50	9:30	3:42	Thursday 8:30-9:15
Oakleaf Village Elementary	7:45	3:15	8:30	2:42	Wednesday 2:45-3:45
Orange Park Elementary	7:10	2:40	7:45	1:57	Wednesday 2:10-3:10
Orange Park Junior High	8:20	3:50	9:30	3:42	Thursday 8:30-9:15
Orange Park High	7:00	2:30	7:20	1:40	Wednesday 1:30-2:30
Paterson Elementary	8:00	3:30	8:30	2:42	Tuesday 2:45-3:45
Plantation Oaks Elementary	7:45	3:15	8:30	2:42	Tuesday 2:45-3:45 pm
Rideout Elementary	7:40	3:10	8:20	2:32	Tuesday 2:45-3:45
Ridgeview Elementary	7:45	3:15	8:30	2:42	Wednesday 2:50-3:50
Ridgeview High	7:00	2:30	7:20	1:40	Wednesday 1:30-2:30
S.B. Jennings Elementary	7:45	3:15	8:30	2:42	Tuesday 2:45-3:45
Shadowlawn Elementary	7:45	3:15	8:20	2:32	Tuesday 2:45-3:45
Spring Park Elementary	7:40	3:10	8:30	2:42	Wednesday 7:30-8:15
Swimming Pen Creek Elementary	7:30	3:00	8:30	2:42	Thursday 7:30-8:15
Thunderbolt Elementary	7:40	3:10	8:30	2:42	Tuesday 7:30-8:15
Tynes Elementary	7:40	3:10	8:30	2:42	Wednesday 3:00 pm
W.E. Cherry Elementary	7:30	3:00	8:30	2:42	Wednesday 7:30-8:15
Wilkinson Elementary	7:30	3:00	8:30	2:42	Wednesday 7:15-8:00
Wilkinson Junior High	8:20	3:50	9:30	3:42	Thursday 8:30 - 9:15

June 6, 2024 - Regular School Board Meeting

Title

C6 - 2024 Secondary Summer Programs Calendars Revised

Description

Revision of the ESOL Summer Language Program for rising 10th - 12th graders, newcomers and ELL's eligible for Alt Grad Pathway will be changing from the brick and mortar model to a virtual platform. The change is necessary for the following reasons:

1. The desire to increase student registrations (currently only 1 student is registered for the brick and mortar option).
2. Hiring options - Not enough qualified applicants applied for the position.
3. Transportation - No transportation required, therefor a decrease in the cost.

Gap Analysis

N/A

Previous Outcomes

Prior years' Proposed Summer Program calendars were Board approved and posted on the district website.

Expected Outcomes

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

Strategic Plan Goal

N/A

Recommendation

That the Clay County School Board will approve the recommended Revised Secondary Summer Programs Calendar 2024 for students and employees.

Contact

Treasure Pickett, Chief of Secondary Ed, treasure.pickett@myoneclay.net 904-336-6918

Financial Impact

None

Review Comments

Attachments

- ☉ [Summer School 2024 calendar ESOL revision.pdf](#)

Summer School 2024

Clay County District Schools

6th Grade, Jr. High, BLC, ESOL & High School
Summer Programs
2024

	Location	First Day Teachers	First Day Students, Nurses, & Assistants	Last Day Teachers	Last Day Students, Nurses & Assistants	Student, Nurse & Assistant Hours	Teachers Hours	Support Facilitators Day & Hours	School Counselor Days & Hours (504 Support)	Important Dates
6th Grade, Jr. High, BLC & High School Credit Recovery Standard diploma, including ESE students (14 Days)	Virtual Monday - Thursday	Thursday 6/13/2024 Training/Planning Face-to-Face at TTC Lab 1001 from 8:30 a.m. - 11:30 a.m.	All subjects 6/17/2024	Wednesday 7/17/2024 10 a.m. - 1 p.m. post planning	Tuesday 7/16/2024	Monday 2:00 p.m. - 7:00 p.m. Tuesday 8:00 a.m. - 1:00 p.m. Wednesday 2:00 p.m. - 7:00 p.m. Thursday 8:00 a.m. - 1:00 p.m.	Monday 2:00 p.m. - 7:00 p.m. Tuesday 8:00 a.m. - 1:00 p.m. Wednesday 2:00 p.m. - 7:00 pm Thursday 8:00 a.m. - 1:00 p.m.	6/13/2024 Face-to-Face Planning at TTC 8:00-3:30 pm. (includes 30 minute lunch break) Virtual Hours 6/17/2024 - 7/16/2024 Monday/Wednesday 2:00 p.m. - 7:00 p.m. Tuesday/Thursday 8:00 a.m. - 1:00 p.m. Extended Time/Days 7/17/2024 2:00 p.m. - 7:00 p.m. 7/18/2024 8:00 a.m. - 1:00 p.m. 7/22/2024 8:00 a.m. - 1:00 p.m.	6/13/2024 Face-to-Face Planning at TTC 8:30a.m.-11:30a.m. Virtual Hours 6/17/2024 - 7/16/2024 10:00a.m.- 2:00p.m. Extended Time/Days 7/17/2024 10:00 a.m. - 2:00 p.m. 7/18/2024 10:00 a.m. - 2:00 p.m. 7/22/2024 10:00 a.m. - 2:00 p.m.	No school 7/1-7/4/2024 Summer EOC's: July 24 - 25. Information on Individual EOC dates will be distributed by the students home school.
Algebra 1 Credit Recovery ESE Only (16 Days)	KHH MHS OPH Transportation will be provided for all students	Thursday 6/13/2024 Report to assigned school for virtual Training 8:00 a.m. - 9:00 a.m. Planning at assigned school 9:00 a.m. - 3:00 p.m. (includes 30 min. lunch break)	Monday 6/17/2024	Thursday 7/18/2024	Thursday 7/18/2024	Monday - Thursday 8:00 a.m. - 11:30 a.m.	Monday - Thursday 7:45 a.m. - 12:15 p.m.			No school 7/1-7/4 Summer EOC's: July 10 - 20. Information on Individual EOC dates will be distributed by the students home school.
Algebra I Boot Camp Standard diploma, including ESE students (2 Days)	Students will report to their zoned high school. Junior high TBD.	Thursday 7/18/2024 Report to assigned school for planning 9:00 a.m. - 12:00 p.m.	Monday 7/22/2024	Tuesday 7/23/2024	Tuesday 7/23/2024	Monday - Tuesday 8:00 a.m. - 11:00 a.m.	Monday - Tuesday 7:45 a.m. - 11:15 a.m.			Summer EOC's: July 24 - 25. Information on Individual EOC dates will be distributed by the students home school.
ESOL Summer Language Camp (Rising 4th-8th Graders) Newcomers and ELLs (16 Days)	OPJ LSJ OLJ GCJ Transportation will be provided for students	Thursday 6/6/2024 Report to assigned school for virtual Training 8:00 a.m. - 9:00 a.m. Planning at assigned school 9:00 a.m. - 12:00 p.m.	Monday 6/10/2024	Thursday 6/27/2024	Thursday 6/27/2024	Monday - Wednesday 8:30 a.m. - 11:30 a.m. Thursday 8:30 a.m. - 1:30 p.m.	Monday - Wednesday 8:00 a.m. - 12:00 p.m. Thursday 8:00 a.m. - 2:00 p.m.			
ESOL Summer Language Program (Rising 10th-12th) Newcomers, ELLs & ELLs Eligible for Alt Grad Pathway (16 Days)	Virtual Monday - Thursday	Thursday 6/13/2024 Report to assigned school for virtual Training 8:00 a.m. - 9:00 a.m. Planning at assigned school 9:00 a.m. - 3:00 p.m. (includes 30 min. lunch break)	Monday 6/17/2024	Thursday 7/18/2024	Thursday 7/18/2024	Monday - Thursday 8:00 a.m. - 11:30 a.m.	Monday - Thursday 7:45 a.m. - 12:15 p.m.			No school 7/1-7/4

Refer to separate calendar for information regarding Extended School Year Services (ESY) & Elementary Summer School Programs

SCHOOL BOARD APPROVED: February 1, 2024

June 6, 2024 - Regular School Board Meeting

Title

C7 - Approval to Advertise and Notice of Public Hearing to Approve Modifications to the 2023-2024 Student Progression Plan

Description

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

Gap Analysis

The district's Student Progression Plan ensures that the required program of study, placement, promotion, reporting, retention, and assessment procedures used within the district are comprehensive in meeting the needs of individual students. The 2023-2024 SPP was reviewed and amended. The newly added language is in accordance with state law. Without approval of the proposed changes to the 2023-2024 SPP, the district will not be in compliance with the Florida Statute.

Previous Outcomes

The district is currently following the 2023-2024 Student Progression Plan. This plan does not include the most recent changes to legislation. The revised plan will ensure the implementation of statutory requirements related to student progression.

Expected Outcomes

In accordance with state statute, an advertisement for the proposed revisions to the 2023-2024 Student Progression Plan will be made public. After 30 days, a public hearing and a vote will be held to consider the proposed modifications. The consideration of these changes will allow the district to comply with legislation.

Strategic Plan Goal

Goal 1 - Student Success - Engage all students to attain the necessary skills and knowledge to be future-ready graduates.

Recommendation

That the Clay County School Board approve the advertisement of revisions and notice of public hearing for the Student Progression Plan 2023 - 2024.

Contact

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Heather Teto, Chief of Elementary Education, 904-336-6909, heather.teto@myoneclay.net

Financial Impact

None

Review Comments

Attachments

☞ [Summary of Changes - 24-25 SPP.pdf](#)

☞ [2024-25 SPP Draft for Approval.pdf](#)

☞ [Approval to Adv. Notice of PH Student Progression Plan_06 06 2024.pdf](#)

Summary of Changes

2024-2025 Student Progression Plan

The following changes were made:

- Updated the cover page.
- The table of contents has been rearranged to reflect section location changes.
- Many formatting, language, and content organization updates have been carefully implemented to enhance readability and flow. The table of contents has also been updated to reflect these improvements, providing a more user-friendly experience.

Revisions	
Introduction	<ul style="list-style-type: none"> • New verbiage inserted
General Information	<ul style="list-style-type: none"> • Sub-sections organized to improve readability • Dropout Prevention sub-section removed
Elementary Education	<ul style="list-style-type: none"> • Title changed to Elementary Grades (K-5)
Middle Grades (6-8)	<ul style="list-style-type: none"> • This section has been added as a culmination of content scattered throughout the 23-24 document.
Secondary Education	<ul style="list-style-type: none"> • Renamed High School Grades (9-12)
VPK	<ul style="list-style-type: none"> • This section has been added to include all VPK-related information scattered throughout the 23-24 document.
Clay Virtual Academy	<ul style="list-style-type: none"> • Content revised to reduce redundancy.
Montessori	<ul style="list-style-type: none"> • This section has been added to provide details related to grading.
ESOL	<ul style="list-style-type: none"> • This section has been revised to include all ESOL-related information scattered throughout the 23-24 document.
Exceptional Student Education	<ul style="list-style-type: none"> • The introduction was replaced to provide more details about the overview of Exceptional Student Education. • The Hospital/Homebound subsection includes more details regarding eligibility.



CLAY COUNTY DISTRICT SCHOOLS STUDENT PROGRESSION PLAN

David S. Broskie
Superintendent of Schools

CLAY COUNTY SCHOOL BOARD

Erin Skipper District 1

Mary Bolla District 2

Beth Clark District 3

Michele Hanson District 4

Ashley Gilhousen District 5



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INTRODUCTION

Clay County District Schools is pleased to present the 2024-2025 Student Pupil Progression Plan which outlines our commitment to providing our students with the highest-quality education. This Student Progression Plan is intended to guide school personnel, parents, students, and other stakeholders on the administrative procedures required by state legislation and district school board policies.

At CCDS, we understand that academic proficiency in English Language Arts, Mathematics, Science, and Social Studies is essential for students to succeed in school and beyond. Therefore, our Student Progression Plan is designed to ensure that each student's progress from one grade to another is based on their mastery of the standards outlined in state legislation.

We are proud to offer a multi-tiered system of support for all learners that embeds instructional opportunities including high-leverage practices and evidence-based resources and tools. Our educators and leaders are provided professional learning opportunities that are intentionally designed to meet the unique needs of each student and promote positive educational outcomes. We are dedicated to creating a learning environment that supports and empowers our students to reach their full potential.

The Student Progression Plan is governed by [Florida Statutes § 1008.25](#) and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.



GENERAL INFORMATION (K-12)

Enrollment, Transfer, & Promotion Procedures

First Time Enrollment to Clay County District Schools

Enrollment means permitting the student to attend classes and participate fully in school activities. Before admitting a student to Florida schools for the first time, the school must have the documentation required by Florida Statutes and the Clay County School Board policy/procedures:

- Proof of date of birth ([Florida Statutes § 1003.21](#)). If an official birth certificate for the student cannot be obtained by the parent/guardian, the following may be accepted in the order set forth in [Florida Statutes § 1003.21](#):
 - A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
 - An insurance policy on the child's life that had been in force for at least two years;
 - A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
 - A passport or certificate of arrival in the United States showing the age of the child;
 - A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
 - If none of this evidence can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician.
- A certificate showing a school entry health examination performed within one year before enrollment. Exemptions will be granted on religious grounds upon receiving a written request from parents or guardians stating objections to the examination ([Florida Statutes § 1003.22](#)). Clay County District Schools allows a 30-day grace period for the school entry health examination. Proof of exam must be turned in within 30 days of enrollment.
- A Florida Certificate of Immunization, DH680 form, and DH681 (Religious Exemption) are the only acceptable immunization certificates for admittance grades PreK-12. Required immunizations include ([Florida Statutes § 1003.22](#)):
 - Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
 - Two or three doses of hepatitis B (HepB) vaccine
 - Three, four, or five doses of polio vaccine*
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine for K - 8**
 - Two doses of varicella vaccine for grades 10 - 12



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

**Varicella vaccine is not required if varicella disease is documented by a healthcare provider.

- An official letter or transcript from the proper school authority that shows a record of attendance, academic information, and grade placement of the student is requested from the parent at registration. The school will request official records from the receiving school once the parent has completed the registration request documents.
- Social Security Number (District request)
- Proof of Residency
 - Current mortgage statement, lease, or deed
 - Current utility bill or letter of service connection
 - Parent's government-issued photo ID

Homeless Students

As defined by [Florida Statute § 1003.01](#) homeless children may lack a fixed, regular, and/or adequate nighttime residence and include children who are:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
3. Living in emergency or transitional shelters or abandoned in hospitals;
4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
6. Migrant and living in one of the above.

Homeless children and youth will be immediately enrolled even when documents typically required for enrollment are unable to be provided. Families claiming to be homeless and needing enrollment assistance should be referred to Project REACH Homeless Education Program and if needed, provided assistance to obtain necessary documentation within approximately 30-days.

Military Families Guidelines

The [Interstate Compact on Educational Opportunity for Military Children](#) was implemented to accommodate children from military families who have been transferred from one state to another. The purpose of the Compact is to make this transition as seamless as possible. The Compact applies to active members of the Uniformed Services, members or veterans of the Uniformed Services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement, and members of the Uniformed Services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. The district will implement the requirements listed in [Florida Statute § 1000.36](#).



Transfer of Educational Records and Enrollment

- In the event that the parent cannot obtain official educational records, the sending school will furnish a complete set of “unofficial, educational records.” When the receiving school obtains these records, the student will be enrolled and appropriately placed pending validation by the official records. To be admitted into the receiving school, the transferring student must provide the following:
 - Official military orders showing that the military member was assigned to the state in which the child was previously enrolled and attended school. If the child was residing with a legal guardian and not the military member, a copy of the family care plan or proof of guardianship will be provided;
 - An official letter or transcript from the school authorities of the sending school showing attendance, academic, and grade placement information;
 - Evidence of date of birth.
 - FL680 and Physical must be provided within 30 days of enrollment when a copy of the military transfer orders is presented.
 - Two proofs of residency for the registering school (current mortgage statement, lease or deed, and current utility bill).
- Advance Enrollment allows the military family to register for school without a physical address based on transfer orders; however, the family must provide proof of residency showing zoning within 10 days of arrival.
- Continuing the student’s academic program from the previous school should be paramount when considering placement. The receiving school may conduct further evaluations to ensure appropriate placement;
- School districts will have flexibility in waiving course/program prerequisites for placement in courses/programs.

Absence as Related to Deployment Activities

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

Graduation of Children From Military Families

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

- Waive specific course requirements for graduation if similar coursework has been satisfactorily completed in the sending school or will provide reasonable justification for denial. If a waiver is not provided to a student who would qualify to graduate from the sending school, the receiving school will provide an alternative means of acquiring coursework for that graduation to occur on time;



- Exit exams: Receiving schools will accept any of the following testing information:
 - Exit or End-of-Course exams required for graduation from the sending state;
 - National norm-referenced achievement tests;
 - Alternative testing in lieu of testing requirements for graduation in the receiving state.
- If a student transfers during their senior year who is ineligible to graduate from the receiving school after all alternatives have been considered, the two schools will communicate to ensure the receipt of a diploma from the sending school if the student meets the graduation requirements from that school.
- Clay Virtual Academy students from military families that move from Clay County but maintain residency in Florida and a mailing address in Clay County that is checked regularly may remain enrolled in Clay Virtual Academy. Military families should consider onsite state testing requirements when making enrollment decisions. A military student may enroll as a homeschool student utilizing CVA as the curriculum of choice.

Eligibility

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

Oversight, Enforcement, and Dispute Resolution

Please refer to the [Interstate Compact on Educational Opportunity for Military Children](#) for information related to disputes or controversies. In addition, contact Clay County District Schools with questions pertaining to this subject.

Students Enrolling from Out-of-Country

Students who transfer from out of country to a Clay County District School with student records where grade placements differ, a school based committee (including the parent) should convene to discuss and determine the appropriate grade placement.

Students who transfer from out of country to a Clay County District School without student records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. ([Age Placement Chart](#))



Transfer Grades & Report Card Grades

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

Any report card grades that have been earned before enrolling into a CCDS school will be entered for the corresponding quarter/marketing period and averaged with subsequent quarter/marketing period grades to determine the student's semester grade or full year grade for the course.

Any grades that have been earned prior to a student enrolling in a teacher's class are at the discretion of the teacher on whether or not they will be added to the teacher's grade book and included in the student's overall grade for the class. Please see the [Synergy GradeBook User Guide](#) for how to add transfer grades for students new to CCDS.

Student's enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second 2nd quarter but did not attend school during the first 1st quarter grading period, a zero grade would be assigned for all first 1st quarter grades. The student would then be subject to any grade recovery options available for that class to recover that quarterly grade.

The school receiving the student will assign progress report/report card grades when the student has been enrolled in the receiving school for fifteen (15) or more days. If the student has been at the receiving school for less than fifteen (15) days, the grades received from the sending school will be assigned as the progress report/report card grades for the student. Please see the [Synergy GradeBook User Guide](#) for how to post grades for transfer students. Receiving schools will assign progress report grades when the student has been enrolled in the school for fifteen (15) or more days. The primary responsibility for assigning grades rests with the teacher subject to approval by the principal.

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

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

Promotion

Student promotion in Clay County District Schools is based upon an evaluation of each student's progress toward meeting the appropriate grade level standards and expectations in the areas of English Language Arts, Mathematics, Science, and Social Studies using multiple data sources. Decisions regarding promotion should be based on consideration of the following:



Formative assessments, classroom assignments, daily observations, standardized tests, state assessments, mastery of Course Performance Standards/Grade Level Expectations, district competencies and objectives, and other data, as appropriate or required. [Florida Statutes § 1012.28\(5\)](#).

Responsibility for determining each student's level of performance is that of the classroom teacher, subject to the review and final approval of the principal.

Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state-mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. remediation may be provided through, but not limited to, one or more of the following: 3rd grade summer reading program, summer school coursework (grades 6-12) , extended day or school year services/academic tutoring, parent tutorial programs, mentoring, previously approved contracted academic services, modified curriculum, and exceptional education services. Additionally, students may be assigned to the same grade or course for the next school year. It is the intent of the school district that students should be retained as little as possible. Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessments as prescribed by the state. Students must not be retained without documentation that remediation was provided in a timely and comprehensive manner that was communicated with parents.

Specific promotion criteria have been established for certain grade levels. Please see those sections for details:

- [Elementary Grades Promotion \(K-5\)](#)
- [Middle Grades Promotion \(6-8\)](#)
- [High School Grades Promotion \(9-12\)](#)
- [English Language Learners Promotion](#)

Attendance

Regular school attendance is a necessary part of a student's education. Students who attend school regularly become better readers, develop strong work ethic, build connections with adults and peers, and achieve higher levels of learning and increase post-secondary opportunities. Florida Law [Florida Statutes § 1003.21](#) states that all children who are either (1) six years of age, (2) who will be six years old by February 1 of any school year, or (3) who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. It is the responsibility of the parent/guardian and students to attend school daily and on time.

Perfect Attendance

Per School Board Policy, Perfect Attendance is awarded to students who have been neither absent, nor tardy.. A student checked out prior to 10:00 a.m. will be considered as absent for purposes of "perfect attendance." If a student is checked out after 10:00 a.m., they are considered present and "perfect attendance" is not affected. ([SDCC Policy 4.02 G](#)) Absences approved for religious reasons do not affect perfect attendance.



Excused & Unexcused Absences

It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school. An absence from school under the following circumstances will be considered excused:

- The absence was with the knowledge and consent of the school principal
- Personal illness, injury, or other insurmountable condition
- Death in the family
- Scheduled doctor or dentist appointments
- Religious holidays of a student's religious faith

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

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

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

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

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

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

Make-Up Work

Students who have excused absences must be allowed to make up missed work. If a student has excessive absences, he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day a paper, project, test, or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned before the absence is due the day the student returns. Work



assigned during the absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established, which indicates otherwise. A student with the written consent of his or her parent/guardian will be excused from attendance in school on a particular day or days or at a particular time of day and will be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time.

For unexcused absences and out-of-school suspension, work assigned or tests that cover instruction before the unexcused absence must be taken and graded. Work assigned and due during an unexcused absence may be accepted for credit at the teacher's discretion. If the team determines it is appropriate to accept make-up work for unexcused absences, the principal or designee will seek input from the team, including the teacher, and make a final determination.

All work must be completed for a grade within two weeks after the last day of the grading period. This may not extend past the last day of school. Extensions to submit completed work after the end of the quarter must be approved by the principal.

Attendance Team & Chronic Absenteeism

The [Every Student Succeeds Act](#) changes the focus of attendance from truancy to chronic absences. Each CCDS school implements a multi-tiered model of interventions for attendance. Interventions encourage good attendance school-wide (Tier 1). Additionally, teacher and classroom specific interventions for attendance may be needed (Tier 2) and attendance teams may convene to further support individual students (Tier 3).

Clay County District Schools utilizes Student Success Team and attendance team meetings to develop preventive and supportive interventions designed to improve regular attendance. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student including, but not limited to:

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

School based Student Success Teams may consist of the student, the parent, the teacher, an administrator, the school social worker, and any other relevant staff. Student Success Teams meet regularly and provide prevention and data-driven intervention. The district attendance team convenes regarding habitually truant students as outlined in the [Attendance Decision Tree](#).



Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance under [Florida Statutes § 1003.21\(1\) and \(2\)\(a\)](#)

Good Attendance	95%+ attendance (Approx. 4-5 days absent each semester)
At-Risk	90% attendance (Approx. 5-9 days absent each semester)
Habitual Truancy	<80% attendance (Approx. 15 days absent each semester)

If the parent or guardian in charge of the student refuses to participate in the attendance interventions and strategies developed by the Student Success Team because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. [Florida Statutes § 1003.26](#)

The Student Services Team will be diligent in facilitating intervention services. Referring the student for consequences should not be considered until all resources have been exhausted. The team will report the child to the superintendent only when all reasonable efforts to resolve non-attendance behavior are exhausted. [Florida Statutes § 1003.23\(1\)\(d\)](#)

If the board's final determination is that the strategies and interventions of the attendance procedures are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate, the superintendent may seek criminal prosecution for non-compliance with compulsory school attendance. [Florida Statutes § 1003.26](#)

If nonattendance continues after the implementation of intervention strategies, the superintendent or designee will file a Truancy Petition, defined in [Florida Statute § 984.151](#), or the school representative, a parent, law enforcement, a court, or the Department of Juvenile Justice (DJJ) will initiate a referral to a CINS (Children in Need of Service) provider or a case staffing committee established pursuant to [Florida Statute § 984.12](#), and procedures established by the district school board. The purpose of the referral to CINS is to secure prevention services for a habitually truant student and the family [Florida Statute § 1003.27\(3\)](#). The decision to proceed with a CINS petition or a Truancy Petition is a decision the district attendance team will make when the members agree that a referral should be made and reasonable time has been allowed to complete interventions to remedy conditions contributing to the truant behavior in compliance with the requirements of [Florida Statutes § 1003.26](#).

The [Learnfare Program](#) requires children of cash assistance recipients to attend school regularly, or recipients risk having their cash assistance reduced. ([SDCC Policy 4.01 C3](#))



General Curriculum

Florida State Academic Standards

Student Performance Standards in Florida are defined as the K - 12 Academic Standards for the State of Florida. This represents the core content of the curricula to be taught and specifies the core content knowledge and skills that K - 12 public school students are expected to acquire to be college and career-ready. The standards and benchmarks describe what students should know and be able to do.

Statewide & Progress Monitoring Assessment Program

All students must participate in statewide assessment tests at designated grade levels as required by [Florida Statute § 1008.22](#). The primary purposes of the student assessment program are to provide information needed to improve public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school students. The program must be designed to:

- Align to the core curricular content established in the state academic standards.
- Provide data for making decisions regarding school accountability and recognition.
- Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard diploma.
- Assess how well educational goals and curricular standards are met at the school, district, and state levels.
- Provide information to aid in the evaluation and development of educational programs and policies.
- Provide information on the performance of Florida students compared with that of other students across the United States.

For participation guidelines for the Florida Alternate Assessment for Students with significant cognitive disabilities please [click here](#).

Local Assessments & Progress Monitoring

Clay County District schools will use the Lexia Learning Platform to assess reading locally. Lexia Core 5 reading is utilized in grades pre-kindergarten through grade 5. Lexia Core 5 reading is an adaptive, blended learning program that accelerates the development of literacy skills for students of all abilities. Lexia Power Up, utilized in grades 6 through grade 12, accelerates literacy gains for students in grades 6 to 12 who are at risk of not meeting college and career-ready standards.

To locally assess math, Clay County District schools will use the i-Ready math diagnostic three times a year for math progress monitoring in grades K - 5. CCDS will use the ALEKS Knowledge Check at least two times a year for math progress monitoring in grade 6.

Required district achievement testing and statewide assessments do not impact a student's report card grade.



Required Instruction

Clay County District Schools utilizes a district adopted curriculum to address [Florida State Statute 1003.42](#) which requires districts to provide comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Mental and emotional health.
- b. Injury prevention and safety.
- c. Internet safety.
- d. Nutrition.
- e. Personal health.
- f. Prevention and control of disease.
- g. Substance use and abuse.
- h. Prevention of child sexual abuse, exploitation, and human trafficking.

The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

Parental Rights

Clay County District Schools views parents as vital partners in supporting their student's academic success and overall well-being. There are holistic benefits to a student's educational experience when parents are actively involved and invested in their child's growth and development. The district aims to foster a collaborative environment where families feel empowered and engaged in their child's learning. In accordance with [Florida Statute 1014.04](#), CCDS employees reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children. By establishing open lines of communication, providing resources, and encouraging parental involvement in school activities and decision-making processes, CCDS hopes to create a supportive environment where students can thrive both academically and personally.

Multi-Tiered Systems of Support (MTSS)

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework designed to ensure that students receive the instruction they need in order to be successful. The work of the CCDS District MTSS Team and School-Based MTSS Teams includes:

- engaging in data-based problem solving
- identifying areas of opportunity for student growth
- developing plans for instruction and intervention support matched to students' needs
- ensuring that instruction and intervention support matched to students' needs are implemented and progress monitored

The tiers, or levels of student support, represent a way to organize resources to provide instruction/intervention based on student need. These are not locations for students, but rather specific instructional/intervention supports provided based on student need. Additional resources or supplemental supports (i.e. Tier 2 and Tier 3) are in addition to what all students receive (Core Instruction/Tier 1).



Three Levels of Multi-Tiered Systems of Support

- Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are ELL; provides print-rich, explicit, and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design of Learning.
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to student’s ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction (Tier 1).
- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are ELL; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction (Tier 1) and Tier 2 interventions.

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

Student outcomes are improved when schools and families collaborate to support student learning. The collaboration includes regular communication regarding a student’s progress, information about how the family can support their student at home, and notification if a student requires additional support (including why those supports are needed and what supports are provided). If a student requires additional support documented in Synergy in a Progress Monitoring Plan (PMP), Tier 2 Intervention Plan, or Tier 3 Intervention Plan, communication with the family about the student’s progress will happen at least one time per month.

Home Education

Home Education Program is defined in [Florida Statute § 1002.41](#).

Enrollment as a home education student requires

- Intent to homeschool filed with the school district home education office within 30 days of starting the program.
- Student portfolio - a log of educational activities made contemporaneously with instruction that includes: the title of any reading materials used and samples of student work. The



portfolio must be maintained for at least two (2) years and be available for review within 15 days if requested by the home education office.

- Submit an annual program evaluation. Failure to complete the evaluation places the program out of compliance and at risk of termination. If terminated, the parent would have to enroll the student in another school choice option within three (3) business days and would not be able to open a new home education program for 180 calendar days from the date of termination.

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

All transfer work from a home education program other than Clay Virtual Academy, Florida Virtual School (FLVS), or an accredited program will be posted on a “pass/fail” basis and will not be utilized in GPA calculation unless the grade is validated by the student taking an approved exam.

[Florida Statutes § 1006](#) allows homeschooled students to participate in interscholastic extracurricular activities of their attendance-zoned school. The home education student must meet the same requirements of grades, residency, and behavior as required of other students. They must be permitted to enroll in curricular classes that are required of the extra-curricular activity (Ex.: ROTC, Band, etc.). The home education student must register his/her intent to participate in extracurricular activities with the school before the beginning of the activity in which he or she wishes to participate. The student standards for participation in interscholastic extracurricular activities begin with the student's first semester of the 9th grade. If a student's cumulative GPA falls below 2.0 in the specified courses, the student must execute an academic performance contract with the district school board, the FHSAA, and the student's parents. At a minimum, the contract must require the student to attend summer school to improve his/her GPA. A student must also maintain good conduct to remain eligible to participate in interscholastic extracurricular activities.

Homeschool students enrolled with Clay Virtual Academy have opportunities to participate in CVA social activities. Homeschool students may also participate in social activities at their zoned school. Participation eligibility for homeschool students is the same for public school students (grades, attendance, behavior, and any other rules/policies in place for non-home education students). These social activities include but are not exclusive to homecoming, Prom, and Grad Bash.

Homeschool students do not receive a Florida Public High School Diploma, even if they choose to take courses with CVA. To receive a CVA diploma, students must enroll as public school students for their entire senior year and meet District and State graduation requirements, including credits and assessment requirements. Should homeschooled students wish to graduate from a high school and receive that school's diploma; they must re-enroll for their entire senior year and meet all graduation requirements.

Homeschool students are not required to participate in state assessments but may choose to do so. Parents need to coordinate state assessments with their zoned public school in early February to ensure the student is scheduled for any appropriate assessments for Spring testing.



Homeschool parents may request a psycho-educational evaluation of a student suspected of having a disability by contacting the district ESE office. Some select homeschool students who are determined eligible for exceptional student education and require an ESE therapy/related service (language therapy, speech therapy, occupational therapy, physical therapy) determined by the IEP team, may receive the therapy/related service at the student's zoned school via an ESE Services Plan. Homeschool students who participate in the Family Empowerment Scholarship Program are not eligible to receive ESE therapy/related services, as parents are required to enroll their child in public school for the amount of time the therapies are provided. Attendance at a public school while receiving Family Empowerment Scholarship funds forfeits the student's eligibility for the program. Contact the school's ESE department for more details about Services Plans.

DRAFT



ELEMENTARY GRADES (K-5)

Enrollment & School Transfer

Enrollment to Kindergarten & First Grade

Please note that no provisions exist for early admission to Kindergarten, nor to First Grade. All enrollment and grade placements will follow the provisions set forth below:

Kindergarten Enrollment ([Florida Statutes § 1003.21](#))

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

Students transferring from a nonpublic Florida Kindergarten class to CCDS must provide the following:

- Evidence of date of birth (five years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months must be submitted within 30 days of enrollment
- Proof of immunization evidenced on the FL 680 or 681
- Social Security Number (District request)
- Proof of Residency

First Grade Enrollment ([Florida Statutes § 1003.21](#))

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

- Enrollment in a public school; or
- Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the previous school's principal or the Verification of Entrance to First Grade form verifying completion under [Florida Statutes § 1003.21](#).

Students transferring from a nonpublic Florida first grade class to CCDS must provide the following:

- Evidence of successful completion of kindergarten in a nonpublic Florida school
- Evidence of date of birth (six years of age on or before September 1)
- Evidence of medical examination performed within the last twelve months must be submitted within 30 days of enrollment
- Proof of immunization evidenced on the FL 680 or 681
- Social Security Number (District request)
- Proof of Residency

Underage Out-of-State Transfers from Public and Nonpublic Schools

Entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, will be based on their



previous state's age requirements for entrance into public schools and will be in accordance with [Florida Administrative Rule 6A 1.0985](#).

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

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

Enrollment from Home Education Program ([Florida Statutes § 1003.21](#) and [Florida Statute § 1002.41](#))

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

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

Final grade placement will be determined by the principal at the end of four weeks.

Class Change Requests

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

Student Class Change Request Procedures

- Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course). Before principal consideration, a parent-teacher conference must occur;
- The principal considers the request and notifies the parent within two weeks. The principal must consider:
 - class size
 - grade and course
 - any variable that would impact the student or class that is being considered (ex. discipline issues, teacher input)
- If approved, parent and teacher are notified;



- If not approved, the parent is notified with an explanation given.
- Consistent with School Board rules and in accordance with [Florida Statute § 1012.28\(5\)](#), the superintendent has designated the school's principal as the final authority in the placement of students in a program(s) or classes.

Multiple Birth Siblings Classroom Placement (Florida Statute § 1003.06)

The parents of multiple birth siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. The request must be made no later than five (5) days before the first day of each school year or five (5) days after the first day of attendance of students during the school year if the students are enrolled in the school after the school year commences.

The school may recommend the appropriate classroom placement for the siblings and may provide professional educational advice to assist the parent with the decision regarding appropriate classroom placement. A school is not required to place multiple birth siblings in the same classroom if factual evidence of performance shows proof that the siblings should be separated or if the request would require the school district to add an additional class to the grade level of the siblings.

Further, at the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings. A parent may appeal the principal's decision in the manner provided by school district policy. During an appeal, the multiple-birth siblings must remain in the classroom chosen by the parent. This does not affect the right or obligation involving placement decisions pertaining to students with disabilities under state law or the Individuals with Disabilities Education Act. It also does not affect the right of a school district, principal, or teacher to remove a student from a classroom pursuant to school district discipline policies.

Curriculum, Assessment, & Instruction

General Curriculum

Each student in grades K - 5 will receive regularly scheduled instruction based on the district-adopted curriculum. Curriculum content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; math skills, collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills, [Florida Statutes § 1003.41](#). Schools may also offer courses in art, music, media, and/or technology. The instructional schedule should be at least five hours and thirty-five minutes. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program.

Physical Education & Recess

In accordance with [Florida Statute § 1003.455](#) Clay County District Schools encourages physical fitness, healthful, and active lifestyles. K - 5 students and 6th-grade students enrolled in an elementary school are required to have 150 minutes each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted. The physical



education requirement will be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

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

Free-play recess will be included in the elementary day for grades K - 5 for 100 minutes weekly in accordance with [Florida Statute §1003.45 \(6\)](#).

Homework Policy

Homework is defined as assignments that support specific concepts taught during the school day. Incomplete classwork is not considered to be homework but rather a continuation of the student's daily classwork responsibility.

Homework should not exceed 20 - 30 minutes for students in grades K - 3 or 30 - 45 minutes for students in grades 4 - 5. No homework is to be assigned over school holidays nor on the student's statewide assessment days.

State Assessment

Students are evaluated with a coordinated screening and progress monitoring system provided by the Florida Department of Education. The FAST progress monitoring and coordinated screening program includes VPK through grade 5 English Language Arts (ELA) Reading and VPK through grade 5 Mathematics assessments that are aligned to the B.E.S.T. standards and are administered three times per year pursuant to [Florida Statutes §1008.25\(8\)\(b\)](#). The statewide grade 5 Science assessment and the BEST Writing assessment will be administered annually.

All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.

A student who does not meet specific levels of performance in English Language Arts, Mathematics, Science, and Social Studies will be provided intensive, explicit, systematic, and multisensory interventions to meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, students with a 504 plan, and for students who have Limited English Proficiency, as provided through the Individual Education Plan (IEP), Education Plan (EP), 504 Plan, or the ELL Plan.

Parents can access their student's state-wide assessment score information on the FLDOE Family Portal where they can see and print their student's scale score and achievement level, as well as a chart indicating the student's scale score and where it falls in the achievement level. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided. Information on how to log in to the Family Portal can be found below.

[FLDOE Family Portal Access One Pager \(Web Browser\)](#)

[FLDOE Family Portal Access One Pager \(Mobile App\)](#)



Reporting Student Progress & Grading

Report Cards - [Florida Statute § 1003.33](#)

Parents will be notified at regular intervals of the academic progress of their child, in accordance with the provisions of [Florida Statutes § 1003.02\(1\)\(h\)2](#). Synergy ParentVUE and StudentVUE programs allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Parents are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If parents are unable to view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Student report cards will be available in ParentVUE at the end of each quarter. Report cards will contain:

- The student's academic performance in each class or course grades K - 6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated).
- The student's instructional level in each class or course grades K-6.
- The student's conduct and behavior in each class or course grades K-6.
- The student's attendance, including absences and tardies.

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

Students may also participate in courses such as physical education, music, art, and technology. Performance or nonperformance in these classes may be communicated by the teacher via the student information system mail system.

Every grading period, the teacher will indicate whether the student is working ON (On Grade Level) or BL (Below Grade Level) for all core academic subjects. BL may only be marked for a student who was instructed and assessed using below-level curriculum materials for the majority of their Tier 1 instruction and with the approval of the school administrator.

Instructional Level	
A	Above Grade Level
O	On Grade Level
B	Below Grade Level

For English Language Learners, the teacher will inform parents in the comment section that, "The English Language Proficiency Level was taken into consideration when planning instruction, assessments, and grading for the student."



Students in Kindergarten - Second grade with significant cognitive disabilities and working on the Participatory or Supported Level Florida State Standards Access Points will be evaluated with a modified report card.

Report Cards K - 1

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

Grades			Conduct & Behavior	
E	90 - 100	<i>Student consistently exceeds grade level expectations.</i>	O	Outstanding
S	70 - 89	<i>Student consistently meets grade level expectations.</i>	S	Satisfactory
N	60 - 69	<i>Student does not consistently meet grade level expectations.</i>	N	Needs Improvement
U	0 - 59	<i>Student does not meet grade level expectations.</i>	U	Unsatisfactory

Report Cards 2 - 5

The Report Cards for 2 - 5 students will include grades earned in English Language Arts, Mathematics, Science, and Social Studies; and conduct and behavior ratings. These are evaluated through the use of the following scale:

Grades		Conduct & Behavior	
A	90 - 100	O	Outstanding
B	80 - 89	S	Satisfactory
C	70 - 79	N	Needs Improvement
D	60 - 69	U	Unsatisfactory
F	0 - 59		

Honor Roll (Grades 2 - 5)

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



For “A” Honor Roll:

All “A’s” are required in English Language Arts, Mathematics, Science, and Social Studies. Conduct grades do not count toward Honor Roll. To attain a year-long “A” honor roll the student must attain “A” honor roll each grading period during the year.

For “A/B” Honor Roll:

Grades of “A” or “B” are required in English Language Arts, Mathematics, Science, and Social Studies. Conduct grades do not count toward the Honor Roll. To attain a year-long honor roll for “A/B” the student must achieve the honor roll each grading period during the year.

Reporting Student Progress

The district will report to the parent (in their primary language) of each student, the progress toward achieving state and district expectations for proficiency in English Language Arts, Mathematics, Science, and Social Studies and the student’s results on each statewide assessment test. The evaluation of each student’s progress must be based on the student’s classroom work, observations, tests, district and state assessments, and other relevant data.

Per [Florida Statutes § 1002.20](#), parents/guardians of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student’s parent/guardian and document the contact in the Synergy Contact Log. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.

Intervention & Remediation

Reading and Math Deficiencies & Parental Notification ([Florida Statutes § 1008.25](#))

Any student in grades kindergarten - 3 who exhibits a substantial deficiency in reading and/or math, or the characteristics of dyslexia or dyscalculia will be provided intensive, explicit, systematic, and multisensory reading interventions and/or systematic and explicit mathematics interventions immediately following the school’s identification of the reading and/or math deficiency.

A school will not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading and/or math deficiency. In addition, a school will not wait until an evaluation pursuant to [Florida Statute § 1003.57](#) is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional, licensed under [Chapter 490](#) which demonstrates that the student has been diagnosed with dyslexia and/or dyscalculia. Such interventions will be initiated upon receipt of the documentation and based on the student’s specific areas of difficulty as identified by the licensed professional.

The student’s reading and/or math proficiency will be monitored and the intensive interventions will continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts (ELA) and/or Mathematics assessment.



After the initial notification, the school will communicate with the parent monthly regarding the student's response to intensive reading and/or math interventions and supports.

Reading Scholarships

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

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

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

By September 30, CCDS will notify the parent (in their primary language) of each student in grades 3 - 5 who scored below a Level 3 on the statewide, standardized English Language Arts (ELA) assessment in the prior school year of the process to request and receive a reading scholarship, subject to available funds.

Extended Day Programs

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

The principal's approval to recommend a student for academic tutoring should be made based on the student's need to meet the district and state academic achievement levels.

Promotion

Elementary school personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal. A student may be considered for promotion to the next higher grade with the exception of mandatory retention for third grade. For third-grade students, additional requirements apply. See the section on [Promotion to Grade 4](#).

Considerations for Promotion to Next Grade

The following should be considered when making a decision for promotion:



- An English Language Learner who has had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program (not including PreK).
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in State/District standardized testing is not appropriate.
- Students receiving intensive reading instruction for two or more years and at least one additional year of retention but still have a deficiency in reading.
 - Intensive reading instruction must be provided the next year and documented on a Progress Monitoring Plan (PMP), a Tiered Intervention Plan, or Individual Education Plan for students with disabilities that includes specialized diagnostic information and specific reading strategies.
- The principal must review and discuss the recommendation with the parent(s), teacher(s), and relevant school staff to determine promotion.

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

The school district must consider an appropriate alternative placement for a student who has been retained for two (2) or more years. Students in grades K - 5 being considered for retention may be recommended for academic tutoring or summer school, if available. Student participation in these support services does not automatically result in promotion or retention. The principal of the student's assigned school makes the final decision regarding promotion or retention.

Promotion to Grade 4 & Good Cause

Per [Florida Statute § 1008.22](#), to be promoted to grade 4, a student must score a Level 2 or higher on the grade 3 statewide, standardized English Language Arts (ELA) assessment. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts (ELA) assessment required under [Florida Statute § 1008.22](#), the student must be retained. [Florida Statutes § 1008.25\(3\)](#)

Students may only be exempt from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of [Florida Statutes § 1008.212](#).
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts (ELA) assessment approved by the Florida State Board of Education. Clay County District Schools utilizes the SAT-10 assessment as the alternative option.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts (ELA) assessment. Portfolio requirements are detailed below.



5. Students with disabilities who take the statewide, standardized English Language Arts (ELA) assessment and who have an individual education plan or a Section 504 plan that 2 reflects that the student has received intensive instruction in reading or English Language Arts (ELA) for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption will be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of the student. Students will be given a specialized diagnostic screener to identify the instructional needs to ameliorate gaps. [Florida Statutes § 1008.25](#)

The school principal will review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal will make such a recommendation in writing to the school district superintendent. The school district superintendent will accept or reject the school principal's recommendation in writing. [Florida Statutes § 1008.25\(6\)](#) and [Rule 6A-1.094221, F.A.C.](#)

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the English Language Arts (ELA) Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts (ELA) assessment. Such evidence will be an organized collection of the student's mastery of the English Language Arts (ELA) Florida Standards assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment. Schools must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. For the 2024-25 school year, the portfolio must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the standards assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment have been met. Evidence is to include multiple choice items and passages that are approximately fifty percent literary text and fifty percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum aligned with the Language Arts Florida Standards or teacher-prepared assessments;
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards assessed by the grade 3 statewide, standardized English Language Arts (ELA) assessment. For each standard, there must be at least eight (8) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example; and



5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Students Not Meeting Good Cause Promotion Requirements

Clay County District Schools will provide written notification to the parent of a student who will be retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for the parent of a student with a substantial deficiency (see information above) in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. [Florida Statutes § 1008.25\(5\) and \(7\)](#)

Summer Reading Camps

Students retained in 3rd grade must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district. Third-grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under [Florida Statute § 1012.34](#), and the teacher must also be certified or endorsed in reading. [Florida Statutes § 1008.25\(7\)](#)

The district policy for Summer Reading Camp attendance requires that students not miss more than two days of camp. In the event a student is absent more than two days, he/she will be dropped from Summer Reading Camp and will not have the opportunity to take the SAT-10 test at the conclusion of camp. In addition, repeated tardiness or late pick-up (three or more) may also result in the student being dropped from the Summer Reading Camp program. This attendance policy is in place to ensure that students are provided with maximum time for intensive instruction.

Parents may make prior arrangements for their student to take the SAT-10 at their district school on the last day of Summer Reading Camp if they are taking remedial instruction through a private program.

Supports for Students Retained in Grade 3

Students retained in grade 3 will be provided with a highly effective teacher as determined by the teacher's performance evaluation under [Florida Statute § 1012.34](#), and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to address the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block



- b. Small group instruction
- c. Reduced teacher-student ratios
- d. More frequent progress monitoring
- e. Tutoring or mentoring
- f. Transition classes containing 3rd and 4th-grade students
- g. Extended school day, week, or year [Florida Statutes § 1008.25\(7\)](#)

Mid-Year Promotion of Retained Grade 3 Students

Students retained in 3rd Grade have additional Mid-Year Promotion opportunities ([Florida Statutes § 1008.25\(7\)](#), F.S., and [Rule 6A-1.094222, F.A.C.](#)). Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. Criteria for mid-year promotion (prior to November 1st) is as follows:

1. Score Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth-grade reading skills. (PM1 Level 2 or higher test window is August 12 - Sep 27, 2024- PM1 assessment must occur 30 days after SAT 10 from Summer Reading Camp, Jul 18, 2024)
2. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Meets portfolio guidelines as listed on page 3.
 - b. Can be a continuation of the previous year's portfolio.
 - c. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Note: After November 1st, any student considered for mid-year promotion must demonstrate proficiency levels in reading equivalent to the beginning of grade 4 .

The Progress Monitoring Plan for any retained third-grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. [Florida Statutes § 1008.25\(7\)](#) and [Rule 6A-1.094222, F.A.C.](#)

Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction, [Florida Statutes § 1002.3105](#). ACCEL options include whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under [Florida Statutes § 1003.4295](#). Additional ACCEL options include enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; and differentiated instruction.

Each principal/school must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole grade promotion, mid-year promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school.

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



Whole Grade Promotion

Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the principal, the student will be returned to the former placement.

Mid-year Promotion

A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement. If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration

A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement.

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



MIDDLE GRADES (6-8)

Enrollment & School Transfer

Transferring Student Placement

Students transferring into a CCDS high school will be placed into the grade level that corresponds to their cohort year as defined by the school year they started 9th grade or equivalent coursework. This placement may be made using unofficial records at the time of registration. Once official records are received, the student's placement will be reevaluated for accuracy.

Students who transfer to a Clay County District School without transcripts will be placed age appropriately based on the student's age as of September 1 of the school year in which enrollment occurs for grades 9 and 10. The student will be placed in courses appropriate for that grade level and prior coursework will be validated using the validation guidelines set forth in the [Uniform Transfer of Credit Guidelines 6A-1.09941](#).

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than 15 school days of the grading period will have their transfer grade incorporated into that grading period as determined by the receiving teacher. Any student transferring within the last 15 days of the grading period will have their grade from the sending school posted as their course grade by the receiving school for that grading period. If a student is transferring to a school in another district near the end of the school year and the school they are transferring to has already completed the school year, it will be the responsibility of the CCDS "sending school" to use good judgment for the benefit of the student involved. Usually, no more than 20 school days should apply in these instances. The student's grades should be closed out and credit posted. Virtual students taking Florida Virtual School (FLVS) content courses receive grades of "WF" or "WP" when transferring before course completion per FLVS policy. The principal has the authority to waive class exams (this does not include End-of-Course exams) to close out a student's grades.

Student's enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second 2nd quarter but did not attend school during the first 1st quarter grading period, a zero grade would be assigned for all first 1st quarter grades. The student would then be subject to any grade recovery options available for that class to recover that quarterly grade.

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



Letter to Numeric Grade Conversions

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

Acceptance of Transferring Credits

The Uniform Transfer of Credit Guidelines and Verification Process [6A-1.09941](#) will be followed to accept and award the credit and transfer of course work for students entering grades 6-8 from out of state or country to a Clay County District School as follows:

- Grades earned and offered for acceptance on official transcripts will be accepted at face value.
- Students enrolling without an official transcript will receive course validation through their successful performance during the first grading period.
- Validation of courses will be based on performance in classes at the receiving school. A student transferring into a school will be placed at the appropriate sequential/age appropriate course level and should be passing each required course at the end of the first grading period.
 - Course Validation includes any one of the following:
 - satisfactory completion of appropriate subject or grade level examinations (“D” or higher);
 - successful completion of class work (“D” or higher);
 - minimum grade equivalent score on a district approved subject area assessment;
 - Demonstrated proficiency on nationally-normed standardized subject area assessment; or
 - Demonstrated proficiency on the required state assessment.
- Courses earned through an accredited Home Education option and provided on an official transcript will be accepted at face value. Any home education courses completed through a non-accredited option will be awarded credit but will be transcribed as a pass/fail grade.

Concurrent Enrollment at High School Campus

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



Class Transfers & Placement

Schedule Changes

Students may request a schedule change within the first ten days of each semester based on the following guidelines:

- Student was placed in an incorrect or inappropriate academic class based on their grade level or program requirements;
- Student was placed in a class that they have previously taken and passed (except M/J elective courses that can be repeated with teacher permission); or
- Student wants to change an elective class and there is room in the desired class without going over class size guidelines.

Changing a student's schedule after the first ten days of school may only be done for leveling purposes. An example of this is if a student is enrolled in Algebra 1 Honors and wants to level down to Algebra 1. See the next section, Leveling Out or Transferring from Honors or Advanced Courses, for details on leveling out of classes.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should occur before the end of the first grading period, so the student may be placed in an appropriate course. Current grades should be transferred to average with grades earned in the new course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) should review the "Student Contact and Drop" policy.

Leveling Out from Honors or Advanced Courses

If a student is enrolled in an advanced academic full-year course, the student (at parent request) may drop the course if the following conditions exist:

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

When a student drops an advanced course before final semester or year credits are posted, the grade earned to that point in the school year follows the student to the next course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students enrolled in a junior high acceleration program will need to contact their assigned school counselor or administrator for information about program-specific guidelines.

Requesting a Class or Teacher Change

A parent may request a transfer of their child(ren) to another classroom teacher within the same grade or course at any time during the year. The parent may not, however, choose a specific classroom teacher. At the time of the request, the school must approve or deny the request within



two weeks. If the request is denied, the school will notify the parent and specify the reasons for the denial. [Florida Statutes § 1003.3101](#)

Procedures Concerning Request for Transferring of Students to a New Class or Teacher:
 Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Before principal consideration, a parent-teacher conference must take place;

- The principal considers the request and notifies the parent within two weeks. The principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.

Curriculum, Assessment, & Instruction

Middle Grades School Course Sequencing

Students must enroll in a full year of mathematics, English Language Arts, science, social studies, and at least one semester of physical education ([Florida Statute § 1003.455](#)) courses in grades 7 and 8. (Please see the section entitled Physical Education to obtain more information on the P.E. waiver.) The core courses mentioned above are offered at various levels with the school making recommendations on the student's placement. Unless students receive the P.E. waiver, they will have P.E. and an elective during the school day. Students may choose from a Career and Technical Education course and/or a visual and performing arts course for their elective.

Students in 7th and 8th grade may enroll in high school credit-earning courses approved by the District. This enables the student to earn high school credits as well as meet the junior high school promotional requirements. Clay Virtual Academy offers accelerated courses for qualified students that may allow junior high students to accelerate into high school math, science, computers, and business skills and/or world language credits. Students and parents should check with their assigned school about other credit-earning courses.

Progressing through the middle grades to meet promotion requirements can take many forms depending on the specific programs and courses available at the student's school of enrollment. To assist students in developing an academic plan or those transferring into the district, here is an example of a basic middle grades progression. See the Promotion Requirements section for specifics about what is required to be promoted to high school.

	6th Grade	7th Grade	8th Grade
English Language Arts (3 credits)	M/J Lang. Arts 1 (1 cr)	M/J Lang. Arts 2 (1 cr)	M/J Lang. Arts 3 (1 cr)
Mathematics (3 credits)	M/J Math 1 (1 cr)	M/J Math 2 (1 cr)	M/J Math 3 (1 cr)



Science (3 credits)	M/J Science 1 (1 cr)	M/J Science 2 (1 cr)	M/J Science 3 (1 cr)
Social Studies (3 credits)	M/J World Hist. (1 cr)	M/J US Hist. (1 cr)	M/J Civics (1 cr)
Physical Education (required each year)	Phys Ed (½ year)	Phys Ed (½ year)	Phys Ed (½ year)
Electives	Elective (½ year) Elective (½ year) Elective (½ year)	Elective (½ year) Elective (½ year) Elective (½ year)	Elective (½ year) Elective (½ year) Elective (½ year)

State Assessment

Students are evaluated with a coordinated screening and progress monitoring system provided by the Florida Department of Education. The FAST progress monitoring and coordinated screening program includes grades 6-8 English Language Arts (ELA) Reading and grades 6-8 Mathematics assessments that are aligned to the B.E.S.T. standards and are administered three times per year pursuant to [Florida Statutes § 1008.25\(8\)\(b\)](#).

All students, unless specifically exempted, must take all statewide and local achievement tests at their appropriate grade level.

A student who does not meet specific levels of performance in English Language Arts, Mathematics, Science, and Social Studies will be provided intensive, explicit, systematic, and multisensory interventions to meet their academic needs. Test accommodations and modification of procedures may occur, as necessary, for students in Exceptional Student Education, students with a 504 plan, and for students who have Limited English Proficiency, as provided through the Individual Education Plan (IEP), Education Plan (EP), 504 Plan, or the ELL Plan.

Parents can access their student’s state-wide assessment score information on the FLDOE Family Portal where they can see and print their student’s scale score and achievement level, as well as a chart indicating the student’s scale score and where it falls in the achievement level. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided. Information on how to log in to the Family Portal can be found below.

[FLDOE Family Portal Access One Pager \(Web Browser\)](#)

[FLDOE Family Portal Access One Pager \(Mobile App\)](#)

End of Course Assessments

Some courses require End-of-Course (EOC) exams as determined by state legislation. The Algebra 1 EOC is 30% of the student’s overall grade and MUST PASS to meet the diploma requirements. Students who score a Level 1 or 2 on the Algebra 1 EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOCs are also required in junior high Civics, high school Geometry, high school Biology 1. EOC scores count as 30% of the final grade. The District and school distribute information about EOC requirements, testing information, and resources each year. Students in junior high taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.



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

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point. Students will have several opportunities to take these assessments. The School District will distribute information about the EOCs and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a Florida Department of Education K - 12 Scholarship Program, such as Family Empowerment or Hope Scholarship may take the EOC assessments.

Performance Standards

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

Physical Education (6th - 8th)

The 2008 Legislature passed [Senate Bill 610](#) requiring each district to include the availability of one-on-one counseling to students regarding the benefits of physical education. Beginning in 2009 - 10, the equivalent of one class period per day of physical education for one semester (minimum standard) of each year for students enrolled in grades 6 - 8 will occur ([Florida Statute § 1003.455](#)). The physical education requirement will be waived (grades 6 - 8) for a student who meets one of the following criteria (unless the child meets one of the waiver criteria listed below, he/she will be enrolled in physical education while in grades 6 - 8):

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

State Required Instruction

Pursuant to [Florida Statute § 1003.42](#), students receive required instruction on topics that include but are not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution
- Comprehensive Health education per [Florida Statutes § 1003.42\(2\)\(n\)](#), will cover various topics that include healthy relationships, teen dating violence (grades 7 - 12), personal



health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per [Florida Statute § 1003.46](#), will be grade and age-appropriate for the student and will reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

Comprehensive health education requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6 - 12, per [Florida Statute § 1003.42\(2\)\(n\)](#). Additionally, school districts are required to annually provide instruction to students in grades K - 12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age-appropriate. The school districts are required, under the rulings, to document the planning and delivery of all instruction.

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

Reporting Student Progress & Grading

Report Cards - [Florida Statute § 1003.33](#)

Parents will be notified at regular intervals of the academic progress of their child, in accordance with the provisions of [Florida Statutes § 1003.02\(1\)\(h\)2](#). Synergy ParentVUE and StudentVUE programs allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Parents are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If parents are unable to view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Student report cards will be available in ParentVUE at the end of each quarter.

Report cards will contain:

- The student's academic performance in each class or course grades K - 6 based upon examinations as well as written papers, class participation, and other academic performance criteria (performance will be considered at grade level unless otherwise stated).
- The student's instructional level in each class or course grades K-6.
- The student's conduct and behavior in each class or course grades K-6.
- The student's attendance, including absences and tardies.



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

For English Language Learners, the teacher will inform parents in the comment section that, “The English Language Proficiency Level was taken into consideration when planning instruction, assessments, and grading for the student.”

Reporting Student Progress

Parents/guardians of public school students will be apprised at regular intervals of the academic progress of their child, in accordance with the provisions of [Florida Statutes § 1003.02\(1\)\(h\)2](#). Synergy ParentVUE and StudentVUE programs allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Families are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If families cannot view their student’s progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Per [Florida Statutes § 1002.20](#), parents/guardians of public school students must receive accurate and timely information regarding their child’s academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student’s parent/guardian and document the contact in the Synergy Contact Log. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.

Calculating Grades

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require a state End-of-Course (EOC) assessment which is 30% of the final grade, the District will determine the calculations and disseminate them to the schools, and the final credit will be posted at the end of the school year.

Semester grades will be calculated by averaging the two quarterly grades together to determine the final semester grade. Quarters 1 and 2 will average for Semester 1 final grade and Quarters 3 and 4 will average for Semester 2 final grade. Courses that have a state End-of-Course (EOC) exam will be calculated by multiplying each quarter’s numerical grade by .175 (17.5%), multiplying the EOC grade by .30 (30%), and adding the products together. For all courses, a final average of 60 and above earns credit (0.5 credit for semester courses and 1.0 credit for EOC courses).

Grade Point Average (GPA) is calculated by adding up the quality points earned for each final semester or year long grade and then dividing by the number of credits attempted. Quality points for unweighted GPA are assigned for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A = 2, B = 1.5, C = 1, D = 0.5, F = 0. Grade Point Average is not used to determine promotion for junior high students; however, athletic eligibility is determined using a junior high student’s GPA and any high school credit course taken in junior high will be included in a student’s unweighted and weighted GPA in high school.



Interscholastic Participation

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

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

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

Florida High School Athletic Association Academic Requirements

- 9.4.1 - 2.0 GPA Required for Academic Eligibility - A junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester.
- 9.4.1.2 Academic Eligibility/Ineligibility is for a Semester - A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester.

A first-year 7th-grade student attending a junior high school is academically eligible during his/her first semester of junior high school provided they were regularly promoted from the 6th grade. The student, however, must meet the provisions of Bylaw 9.4.1 at the conclusion of his/her first semester of attendance to be academically eligible to participate during his/her next semester of attendance.

Intervention & Remediation

Reading Remediation

The Intensive Reading course is designed for 6 - 8 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered said benchmarks. The Intensive Reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K - 12 Evidence-based Comprehensive Reading Plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading-endorsed/certified teacher.

All 6th through 8th-grade students scoring a Level 1 or Level 2 on the F.A.S.T. for English Language Arts (ELA) will undergo a review of prior historical academic performance and assessment data, as well as current stakeholder input. If the initial cumulative records review determines placement in intensive reading, the student scoring a Level 1 or Level 2 will be given a diagnostic screener to determine the specific skill gap(s).



Instruction will be individualized to the skills that pose the greatest barrier to the student's learning in order to close gaps using a curriculum that is evidence-based, explicit, and systematic. The instructional time will be in addition to core instruction as this course should not be used in place of grade-level English Language Arts (ELA) courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success based on the intensity of needs. The larger the gap, the more frequent the progress monitoring.

The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 6 - 8 needing Reading Interventions. Interventions will be implemented until a student has mastered the Foundational Skills Standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the F.A.S.T. for ELA.

Math Remediation

Students in grades 7 and 8 who score an achievement Level 1 on the state assessment will be placed in standard math classes and will not qualify for advanced math programs. Eighth-grade students scoring an achievement Level 1 on the eighth-grade math assessment will be given priority for Algebra 1A upon entering high school. Secondary schools will also utilize the Edgenuity online program to remediate course work, as a virtual tutor, and for credit recovery. Additional remedial options are available in all Clay County secondary schools through the School Counseling Department.

Grade Recovery and Credit Recovery Options

Assignment Recovery

Teachers may allow students who have been unsuccessful in mastering particular content or skills the opportunity to recover an assignment, assessment, and/or task, or if the work was not turned in on time due to a student's absence or failure to turn in the work. This work should be completed within two weeks of the last day of the current grading period and may not extend past the last day of school.

Grade Recovery

Grade recovery opportunities exist in order to help maintain students' progress towards graduation and occur following the student failing a nine week marking period. This work needs to be completed before the following marking period ends, e.g. a student failing a class for Quarter 1 needs to have completed the recovery coursework prior to the start of Quarter 3. Grade recovery is determined by each teacher and can be work assigned through Edgenuity or teacher-created material.

Credit Recovery

Secondary schools will be utilizing Edgenuity for credit recovery. Credit recovery opportunities exist in order to help maintain students' progress toward promotion and/or graduation. Credit recovery can only be utilized if a student earned a D or F for the semester or full-year credit and must be approved by the student's assigned school counselor to ensure that it is needed to meet graduation requirements.

Summer School for Credit Recovery

Summer school is an extension of the school year for students who attended Clay County District Schools. Students who did not attend Clay County District Schools are not eligible for the summer program unless they enrolled before the beginning of the 4th nine-week period or were approved



for the HOPE Scholarship Program (see the Student Code of Conduct for more information about this program).

Students in grades 6th - 8th can retake academic courses for credit recovery during CCDS Summer school. Students may only take up to one full credit (or two ½ credit segments) through the CCDS Summer school program. All CCDS summer school coursework must be completed fully by the published deadline in order for students to receive credit.

Students may also work on approved coursework during the summer through Clay Virtual Academy. Students and parents should speak with their school counselor to determine if this is an appropriate option. Any supplemental summer coursework that may impact a student's course placement for the following school year must be completed before the start of the new school year.

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

Promotion

Conditional Promotion

A 6th or 7th grader who has failed up to four required academic, ½ credit course segments or ESE students with IEP recommendations may be granted conditional promotion; however, they must successfully pass two, ½ credit course segments during the CCDS Summer School program immediately following the school year. The other failed course segments must be completed either through an additional summer virtual program, during the next school year in a recovery lab class if available at your school, or during a subsequent summer school session. Placement in a recovery lab class will replace one of the student's elective classes during the following school year.

An 8th grader failing multiple required academic course segments must successfully pass two ½ credit course segments during the CCDS Summer School program. Additional required course segments must be completed utilizing an additional summer virtual program. All credit recovery successfully completed before enrolling in the 9th grade. Conditional promotion to 9th grade may be approved at the district level and will take into consideration the following factors in addition to the completion of the failed courses:

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

If it is the determination of the principal not to approve a "Conditional Promotion" for a student, the student will be recommended for retention. *Students failing more than four required academic, ½ credit course segments are automatically retained and will be required to repeat all coursework for that grade level.*



Promotion to High School Requirements

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

The areas of reading, writing, mathematics, social studies, and science must be assessed using District performance measures, testing, teacher observation, classroom assignments, and state assessment measures. Remediation measures must be taken and documented in the student's Progress Monitoring Plan (PMP). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

In order to be promoted to grade 9, middle grades students MUST successfully complete the following during their 6th, 7th, and 8th grade years. [Florida Statutes § 1003.41](#)

- **3 courses in English Language Arts**
- **3 courses in mathematics** (Successful completion of a high school level Algebra 1 or Geometry course may fulfill this requirement. However, to earn credit, the junior high student must take the EOC, which constitutes 30% of the final course grade.)
- **3 courses in social studies** (One of which must be Civics, which includes a statewide, standardized EOC that constitutes 30% of the student's final grade. State-required career and education planning standards are integrated into the Civics course. A middle grades/junior high student who transfers into the state's public school system from out of the country, out of state, a private school, or a home education program after the beginning of the second term/semester of grade "8" is not required to meet the civics education requirement for promotion IF the student's transcript documents passage of three courses in social studies or two-year-long courses in social studies that include coverage of civics education. Successful completion of a high school social studies course may fulfill this requirement.)
- **3 courses in science** (Successful completion of a high school level science course may fulfill this requirement. However, if the course has a state EOC, the student must take the state EOC to earn the course credit, which constitutes 30% of the student's final course grade.)
- [Florida Statute § 1003.455](#) requires one semester of physical education each year for students enrolled in grades 6 - 8.



HIGH SCHOOL GRADES (9-12)

Enrollment and School Transfer

Transferring Student Placement

Students transferring into a CCDS high school will be placed into the grade level that corresponds to their cohort year as defined by the school year they started 9th grade or equivalent coursework. This placement may be made using unofficial records at the time of registration. Once official records are received, the student's placement will be reevaluated for accuracy.

Students who transfer to a Clay County District School without transcripts will be placed age appropriately based on the student's age as of September 1 of the school year in which enrollment occurs for grades 9 and 10. The student will be placed in courses appropriate for that grade level and prior coursework will be validated using the validation guidelines set forth in the [Uniform Transfer of Credit Guidelines 6A-1.09941](#). Students (age 17 or older) who transfer without transcripts and whose age appropriate placement places them in grades 11 or 12 will have an enrollment meeting with a designated school staff member (administrator or school counselor) to determine best placement options based on students educational needs and goals. Any student transferring from another country who has completed the equivalent of a high school/secondary diploma from their country of origin is not eligible to enroll in a CCDS high school but can explore learning opportunities through the Adult and Community Education office.

Transferring Student and Graduation

Students who enter a Clay County school at the 11th or 12th-grade level from out-of-state or out-of-country will not be required to spend additional time in the high school in order to meet the high school course/credits requirements if the student has met all course/credit requirements of the school district, state, or country from which he or she is transferring. In addition to credit requirements to receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the Algebra 1 EOC OR have passed an equivalent Algebra 1 EOC from the transferring state or county, pass the 10th Grade ELA state assessment OR receive the concordant scores on the SAT or ACT identified by the Florida Department of Education. [Florida Statute § 1003.433](#)

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than 15 school days of the grading period will have their transfer grade incorporated into that grading period as determined by the receiving teacher. Any student transferring within the last 15 days of the grading period will have their grade from the sending school posted as their course grade by the receiving school for that grading period. If a student is transferring to a school in another district near the end of the school year and the school they are transferring to has already completed the school year, it will be the responsibility of the CCDS "sending school" to use good judgment for the benefit of the student involved. Usually, no more than 20 school days should apply in these instances. The student's grades should be closed out and credit posted. Virtual students taking Florida Virtual School (FLVS) content courses receive grades of "WF" or "WP" when transferring before course completion per FLVS policy. The principal has the authority to waive class exams (this does not include End-of-Course exams) to close out a student's grades.



Student's enrolling during the school year who have not been enrolled in school for a quarter grading period (or equivalent) will be given a zero for the missing quarterly numeric grade. For example, if a student enrolls at the beginning of the second 2nd quarter but did not attend school during the first 1st quarter grading period, a zero grade would be assigned for all first 1st quarter grades. The student would then be subject to any grade recovery options available for that class to recover that quarterly grade.

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

Letter to Numeric Grade Conversions

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

Acceptance of Transferring Credits

The Uniform Transfer of Credit Guidelines and Verification Process [6A-1.09941](#) will be followed to accept and award the credit and transfer of course work for students entering grades 9-12 from out of state or country to a Clay County District School as follows:

- Grades earned and offered for acceptance on official transcripts will be accepted at face value.
- Students enrolling without an official transcript will receive course validation through their successful performance during the first grading period.
- Validation of courses will be based on performance in classes at the receiving school. A student transferring into a school will be placed at the appropriate sequential/age appropriate course level and should be passing each required course at the end of the first grading period.
 - Course Validation includes any one of the following:
 - satisfactory completion of appropriate subject or grade level examinations ("D" or higher);
 - successful completion of class work ("D" or higher);
 - minimum grade equivalent score on a district approved subject area assessment;
 - Demonstrated proficiency on nationally-normed standardized subject area assessment; or
 - Demonstrated proficiency on the required state assessment.
- Courses earned through an accredited Home Education option and provided on an official transcript will be accepted at face value. Any home education courses completed through a non-accredited option will be awarded credit but will be transcribed as a pass/fail grade, which will not impact the student's high school GPA.



EOC Assessments for Transfer Students

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

The transfer student is required to take:

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

Foreign Exchange Student Guidelines

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

Under the standards prescribed by the Council on Standards for International Educational Travel (CSIET), the following policies must be met by the host family and the exchange program before enrolling:

- Written acceptance by the school principal or their designee before a host family being designated;
- Specific information must be provided to the school. This includes academic records translated into English, the number of years completed before arrival, and the years required in the home country to complete secondary school;
- The level of the student's English language proficiency, based on test scores from the English Language Test for International Students (ELTiS), must be provided to the district/school. If the student does not meet the minimum score requirement (218), the student will not be placed in a Clay County school. It is the goal of the District to make sure foreign exchange students have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment; appropriate background information, and expectations regarding school experience;
- The student must not have completed more than 11 years of primary and secondary education exclusive of kindergarten;



- Foreign exchange students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students in the District.
- Exchange students will be registered as 11th graders and will be required to take U.S. History, English III (American Literature), U.S. Government, Economics, and a minimum of three (3) electives. The only exception to the required courses will be if the home country requires a specific curriculum for a student in a specific grade and the local school can reasonably meet the student's course needs. Written documentation of this requirement must be included as part of the student's records.
- Foreign exchange students are subject to all school and district rules and regulations per the Clay County Code of Conduct.
- Foreign exchange students at no time will receive a Clay County diploma of any type nor participate in graduation ceremonies. They will be awarded a special certificate certifying that they successfully completed the course of study for exchange students as prescribed by the Clay County District Schools. These students will not take the state assessments or other assessments that may be prescribed by the Florida Department of Education since they will not be awarded a standard diploma.
- Exchange students will be limited to a one-year program or, if the principal approves, a semester.
- Exchange students entering Clay County high schools through immigration status require a J-1 Visa. To get a J-1 Visa the student must be in an accepted foreign exchange program.
- A foreign exchange student may only register at the appropriate high school that will be designated as the school within the regular school attendance zone of the host family's residence.
- A foreign exchange student may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) rules and policies.
- Foreign exchange students must provide all required registration documents including the following:
 - Proof of birth
 - FL680 or FL681 Immunization forms
 - School Entry Health Exam
 - Proof of residency documents

Military Student Placement

CCDS participates in the Interstate Compact on Educational Opportunity for Military Children, the purpose of which is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The district will implement the requirements listed in [Florida Statute § 1000.36](#).

In order to facilitate on-time graduation for transferring military children enrolled at any time in high school, as specified in [Florida Statute § 1000.36](#), Article VII, the following provisions apply:

- A school district must waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school district or will provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state must provide an alternative means of acquiring the required coursework so that graduation may occur on time.
- States must accept exit or End-of-Course (EOC) exams required for graduation from a school in the sending state.
- If a transitioning student who transfers in his or her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the



sending and receiving state schools must ensure the receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student may participate in all local graduation activities.

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

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

Termination of School Placement at Age 16

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

The following steps must also be taken:

- The school will notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel will conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student will be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student will complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Class Transfers & Placement

Schedule Changes

Students may request a schedule change within the first ten days of each semester based on the following guidelines:

- Student was placed in an incorrect or inappropriate academic class based on their grade level or program requirements;
- Student was placed in a class that they have previously taken and passed (except M/J elective courses that can be repeated with teacher permission); or
- Student wants to change an elective class and there is room in the desired class without going over class size guidelines.



Changing a student's schedule after the first ten days of school may only be done for leveling purposes. An example of this is if a student is enrolled in Algebra 1 Honors and wants to level down to Algebra 1. See the next section, Leveling Out or Transferring from Honors or Advanced Courses, for details on leveling out of classes.

In the case where a student has been improperly placed in a class, and this has been verified by the teacher, then movement to another more appropriate subject area class is in order with the approval of the principal. This should occur before the end of the first grading period, so the student may be placed in an appropriate course. Current grades should be transferred to average with grades earned in the new course, but the teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) should review the "Student Contact and Drop" policy.

Leveling Out or Transferring from Honors or Advanced Courses

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

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

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

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

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

If a student is moved to a new class before the final semester or year credits are posted, the grade earned in the original class follows the student to the next course, but teachers have the flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note: withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

Change of Class or Teacher

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

Procedures Concerning Request for Transferring of Students to a New Class or Teacher:



Parent makes a written request to the school principal to transfer their child(ren) to another teacher (must be in the same grade level and/or course); Before principal consideration, a parent-teacher conference must take place;

- The principal considers the request and notifies the parent within two weeks. The principal must consider:
 - Class size
 - Grade and course
 - Any variable that would impact the student or class that is being considered (ex., discipline issues, teacher input)
- If approved, parent and teacher are notified;
- If not approved, the parent is notified with an explanation given.

Curriculum, Assessment, & Instruction

Acceleration Programs

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

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

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

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

- A student must be enrolled in the course in order to be eligible to take the exam, except in the case of the Credit Acceleration Program (CAP) for AP tests;
- CAP students and home-schooled students who are not enrolled through Clay Virtual Academy but wish to take an exam may do so at a non-refundable fee (the cost of the test at that time). Students who withdraw from or drop an AP course after the designated deadline established by CollegeBoard (typically Nov. 15th) will be responsible for the exam cancellation fee payable to their school of enrollment. Fee amounts are determined by CollegeBoard each school year.
- It is the responsibility of the student enrolled in an AP course to correctly and completely electronically register for all AP exams prior to the deadline established by CollegeBoard (typically Nov. 15th). Any student who fails to electronically register for the correct AP exams through their CollegeBoard account is responsible for paying any late registration or change fees charged by CollegeBoard. Fee amounts are determined by CollegeBoard each school year and must be paid to the student's school of enrollment.



Advanced International Certificate of Education (AICE)

AICE is a program that is a rigorous pre-university course of study, leading to internationally standardized examinations under the Cambridge International Examination program. [AICE diploma](#) candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of world language, oral examinations. AICE students are required to select seven tests, one test from each of four major subject groups: Math and Science, Languages, Arts and Humanities, Global Perspectives, and the remaining three examinations from any of the subject areas the student chooses with a maximum of two credits coming from the optional category.

The AICE program is offered at all CCDS high schools. The AICE program is considered an Academy and students must be either zoned for those schools in order to participate or be among the 10% of the total candidates selected that are zoned at other schools. For more information, parents and students should contact those schools directly.

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

Advanced Placement (AP)

Advanced Placement, or AP, are college-level courses offered for the highly motivated, self-disciplined student. The courses are designed by the College Board and are the equivalent of college-level work. In May, the student takes an exam for each AP course taken. AP Capstone™ Diplomas are awarded to students who pass both AP Seminar and AP Research with a score of 3 or higher and pass four additional AP Exams of the student's choice with a 3 or higher. If the student scores a 3, 4, or 5 on the AP exam, they may receive college credit for the course. AP courses are open to all students who have completed the required prerequisites for the course they wish to take. Each Clay County District High School may offer different AP courses. Check with your zoned high school for details.

Dual Enrollment

Students who qualify for Dual Enrollment may take certain college classes from specified institutions within the [Florida Postsecondary Articulation Agreement](#) and receive high school and college credit. These classes have no tuition fees and books are provided free of charge. This includes home school students who enroll through Clay Virtual Academy. Please contact your high school counseling office for eligibility requirements and specific information. These courses may be taken either on or off the high school campus for credit. Courses taken on the college campus may be taken during the day or evening. Students may be released for the courses from the high school campus since these courses would be considered part of their daily schedule. Dual Enrollment courses will not be combined with any other course. Students enrolled in any Dual Enrollment course are subject to the college's FERPA requirements which limit the parent's access to student's course information and progress. Contact your high school counselor or designated dual enrollment coordinator for more information.



Early Admissions

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

Early College Program

This program allows admitted students to complete 60 credits of dual enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate of Arts (AA) Degree upon the completion of four years of high school. This program is available at Middleburg High School and Orange Park High School.

Components of the Early College Programs:

- Students can earn an A.A. degree while still enrolled in high school.
- Students in grades 9 -11 in Clay county will take a defined list of college courses at the high school site in combination with high school classes, and online.
- 12th grade students will enroll full time on SJR State's campus.

International Baccalaureate (IB)

The IB program, offered at Ridgeview High School, is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill the requirements of many different nations' educational systems. Students completing IB courses and exams from six areas: 1) Language A1; 2) Language A2; 3) Individual and Societies; 4) Experimental Sciences; 5) Mathematics; and 6) Arts and Electives. [IB diploma](#) candidates must demonstrate their mastery of coursework by passing a battery of comprehensive written and in some cases oral, examinations in the six subject groups. In addition, IB candidates are required to take the course, "Theory of Knowledge," complete a series of Community, Action, and Service (CAS) experiences, and write an extended essay. Students enrolled in IB courses do not have to pay to take the exams.

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP), [Florida Statutes § 1003.4295](#), authorizes secondary students to earn high school credit in a course that requires an End-of-Course (EOC) exam, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) without having to actually be enrolled in the course(s). A student may earn high school credit in Algebra 1, Geometry, U.S. History, or Biology 1 if the student passes the statewide, standardized EOC without the requirement of enrolling in or completing the course. Students are eligible to take the EOC each time that it is offered by the state.

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

- The EOC will be administered only at the times established by the state assessment calendar;
- The score necessary to earn the credit will be determined by the state;
- Only credit (no grade) will be earned by meeting the passing score on the EOC;



- The parent/student must notify the school counselor or principal in writing in a timely manner regarding their desire to participate in the CAP process;
- The parent/student is responsible for any cost associated with taking an AP exam where the student is not enrolled in that course at their school of enrollment. See the Articulated Acceleration section for details.
- The parent/student is responsible for any cost associated with taking a CLEP exam and must provide an official score report to be granted high school credit.
- Students/parents must supply evidence that they are prepared to sit for the assessment or that there is reasonable justification for the request. This evidence includes, but is not limited to, previous state assessment scores, assessments, and grades earned in recent EOC-associated courses;
- Obtain the principal's approval to take the EOC/AP/CLEP test;
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and approved by the school officials.

Career & Technical Education

Students may substitute up to two credits in each non-elective core subject areas of performing arts, mathematics, and science as provided in the [Course Code Directory \(CCD\)](#). Career and Technical Education earnings used as substitution credits in one subject area may not be used as a substitute for any other subject area. Career and Technical Education substitutions and approved Industry Certifications substituting for math and science credits will not count toward state university system admission requirements and may not count towards Bright Futures eligibility and NCAA athletic eligibility.

Award of High School Credit for Career and Technical Student Organization (CTSO) Participation ([Rule 6A-1.09442, F.A.C](#))

- A student in grades 6 through 12 may be awarded one high school elective credit upon providing the Career and Technical Education office with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur outside of regular class time.
- No grade will be given for the course work but instead will be recorded as a transfer credit on the transcript. with a grade assigned as P (passing).
- The 135-hour threshold may be accumulated over the course of one or more academic years.
- The Career and Technical Education office will review the hours submitted and award the credit.

Course Substitutions

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

Physical Education & Performing Arts Waivers

- Participation in an interscholastic sport (FHSA sanctioned), at the varsity or junior varsity level, for two full seasons will satisfy both the ½ credit Personal Fitness and the 1/2 credit physical education elective requirement.
- Completion of one semester with a grade of C or better in a marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical



education elective or one-half credit in performing arts. *(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP.)*

- Completion of two years in a Reserve Officer Training Corps class (including a significant component of drills) will satisfy the one-half credit requirement in physical education elective or the one-credit requirement in performing arts. *(This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP.)*

Correspondence Courses

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

CPR Training

For students entering the ninth grade in 2017 - 18 and thereafter ([Florida Statutes § 1003.453](#)), compression only cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) instruction will be implemented with the following requirements:

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

Military Training

Students may be granted up to one elective credit toward graduation for successful completion of military basic training (pass/fail) during the summer between the 11th and 12th grades provided the student is officially enrolled in one of the approved National Guard or military reserve sponsored Split Training Option programs. Credit would be granted under the appropriate Junior ROTC



course listing in the “State Course Code Directory” or other courses specifically designed to cover this program that may be added to the “Directory” by the Florida Department of Education.

Performance Standards

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

High School Physical Education

A combination of physical education and health curriculum is required for all high school students and is a specifically designated diploma requirement. Clay County District Schools utilizes the ½ credit Personal Fitness course to meet the health education requirements. Students must also take a ½ credit physical education course to fulfill the remaining diploma requirement. Students may not be exempted from this requirement if it is a requirement of the diploma option they are pursuing. See the [Diploma Options section](#) for full details. Selecting high school credit courses or participation in specified athletic activities can waive some or all of the physical education diploma requirements. See the [Course Substitutions section](#) for full details.

State Required Instruction

Pursuant to [Florida Statute § 1003.42](#), students receive required instruction on topics that include but are not limited to the following:

- The History of the United States, Civil Government, the History of the Holocaust, the History of African Americans, and the contributions of Hispanics and Women to the United States
- Character education on self-control, resilience, leadership skills, kindness, empathy, cooperation, and conflict resolution
- Comprehensive Health education per [Florida Statutes § 1003.42\(2\)\(n\)](#), will cover various topics that include healthy relationships, teen dating violence (grades 7 - 12), personal health, internet safety, disease control, community health, consumer health, environmental health, family life, injury prevention and safety, nutrition, and personal health. The instruction in acquired immune deficiency syndrome, per [Florida Statute § 1003.46](#), will be grade and age-appropriate for the student and will reflect current theory, knowledge, and practice regarding acquired immunodeficiency syndrome and its prevention. Section (3) of this statute allows any student whose parent makes a written request to the school principal to be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment.

Comprehensive health education requires a minimum of five hours of instruction related to mental and emotional health for students in grades 6 - 12, per [Florida Statute § 1003.42\(2\)\(n\)](#). Additionally, school districts are required to annually provide instruction to students in grades K - 12 related to child trafficking prevention and awareness of youth substance use and abuse health education. The content will be grade and age-appropriate. The school districts are required, under the rulings, to document the planning and delivery of all instruction.

The superintendent, or designee, will review curriculum frameworks that are prepared and distributed by the Florida Department of Education and related to Acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with the locally determined curriculum for AIDS education or are not reflective of local values and concerns, the



superintendent will advise the School Board and provide recommendations for instructional activities.

Typical High School Progression

Progressing through high school to meet graduation requirements can take many forms depending on the specific programs and courses available at the student’s school of enrollment. To assist students in developing an academic plan or those transferring into the district, here is an example of a basic high school progression to meet standard diploma requirements.

	9th Grade	10th Grade	11th Grade	12th Grade
English (4 credits)	English 1 (1 cr)	English 2 (1 cr)	English 3 (1 cr)	English 4 (1 cr)
Mathematics (4 credits) Algebra 1 (1 cr.) or 1A (1 cr.) & 1B (1 cr.) required	Algebra 1 (1 cr)	Geometry (1 cr)	Math course (1 cr)	Math course (1 cr)
Science (3 credits) Biology (1 cr.) required	Environmental Science (1 cr)	Biology (1 cr)	Science course (1 cr)	
Social Studies (3 credits) World History, US History, Economics (½ cr.), US Government (½ cr.) required		World History (1 cr)	US History (1 cr)	US Gov (½ cr) Economics (½ cr)
Personal Fitness (½ credit)	Personal Fitness (½ cr)			
Physical Education Elective (½ credit)	PE Elective (½ cr)			
Performing/Fine Art or CTE Course (1 credit)	PF Elective (1 cr)			
Financial Literacy (½ credit) required starting with the 23-24 cohort				Financial Literacy (½ cr)
Electives (7 ½ credits- starting with the 23-24 cohort or 8 credits for the 22-23 cohort and before)	Elective (1 cr)	Elective (1 cr) Elective (1 cr)	Elective (1 cr) Elective (1 cr)	Elective (½ cr) Elective (1 cr) Elective (1 cr)

Assessments & Test Scores

College Ready Test Scores

The State of Florida launched the College and Career Readiness Initiative to improve student readiness for postsecondary education and promote success after high school graduation. Students are considered “college ready” or prepared to enter college credit coursework when they meet the state-defined cut scores on approved common placement tests, per [State Board Rule, 6A-10.0315](#). The goals of this legislation are to 1) increase the number and percentage of students who graduate from high school ready for college credit coursework; 2) better communicate with 11th-grade students and their parents the requirements of college entry, and; 3) to provide students, whose test scores in reading,



writing and/or mathematics indicate deficiencies in critical skills, an opportunity to attain the needed competencies during the 12th-grade year prior to high school graduation.

ACT Reading - 19 & English - 17 Math 19	CLT (Classic Learning Test) Sum of Verbal Reasoning and Grammar/Writing Sections - 38 Quantitative Reasoning - 16
SAT Reading Test - 24 & Writing and Language Test - 25 Math Test - 24	PERT Reading - 106 Writing - 103 Math - 114

End-of-Course (EOC) Exams

Some courses require End-of-Course (EOC) exams as determined by state legislation. The Algebra 1 EOC is 30% of the student’s overall grade and MUST PASS to meet the diploma requirements. Students who score a Level 1 or 2 on the Algebra 1 EOC, may be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. EOCs are also required in junior high Civics, high school Geometry, high school Biology 1, and high school U.S. History. EOC scores count as 30% of the final grade and may be required to receive the Scholar diploma designation. Please see the [Florida Graduation Requirements](#) for the full list of requirements. The District and school distribute information about EOC requirements, testing information, and resources each year. Students in junior high taking a course requiring an EOC will not participate in the statewide standardized assessment for that subject.

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

Florida private school students do not participate in the statewide assessments because these assessments exist to meet federal and state assessment accountability requirements for Florida public schools. Private school students who transfer into a Florida public school, however, must achieve a passing score on the Algebra 1 EOC at some point and the Biology 1, Geometry, and U.S. History EOC if seeking a “Scholar” diploma. Students will have several opportunities to take these assessments. The School District will distribute information about the EOCs and graduation requirements to the private schools on a yearly basis. Public school students attending private schools through the use of a Florida Department of Education K - 12 Scholarship Program, such as Family Empowerment or Hope Scholarship may take the EOC assessments.

Students enrolled in accelerated courses (AP, IB, AICE, DE) leading to college credit are not required to participate in the EOC assessment. However, to meet the Scholar Diploma



requirement in Biology 1 and US History, all AP, AICE, and IB students must pass their respective tests or the EOC assessment.

Semester Exams

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

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

Grading & Calculating Grade Point Averages (GPA)

The District will maintain a one-half credit earned system including full-year courses with credits posted after each semester. For year-long courses, if a student fails one semester, but passes the other semester with a high enough grade to achieve a passing average for the year, the student will receive a full credit (1) for the course. For courses that require a state End-of-Course (EOC) assessment which is 30% of the final grade, the District will determine the calculations and disseminate them to the schools, and the final credit will be posted at the end of the school year.

High School Course Grades

Semester grades will be calculated by multiplying each quarter’s (9 weeks) numeric grade by .45 (45%), multiplying the semester exam by .10 (10%), and adding the products together. Courses that have a state End-of-Course (EOC) exam will be calculated by multiplying each quarter’s (9 weeks) numerical grade by .175 (17.5%), multiplying the EOC grade by .30 (30%), and adding the products together. For all courses, a final average of 60 and above earns credit (0.5 credit for semester courses and 1.0 credit for EOC courses).

Grading Scale

Florida Grading Scale for Grades 6 - 12 is used for determining final course averages for the purpose of calculating GPA, not for specific course work, [Florida Statutes § 1003.437, F.S.](#)

Letter Grade	Progress	Numerical Equivalent	Unweighted GPA Value (1.0 credit courses only)
A	Outstanding	90 - 100	4 point
B	Above Average	80 - 89	3 point
C	Average Progress	70 - 79	2 point



D	Below Average	60 - 69	1 point
F	Failure	0 - 59	0 point

Honor Roll

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

- The “A” Honor Roll will consist of all “As” on or above grade level;
- The “A/B” Honor Roll will consist of all “As” or “Bs” on or above grade level;
- Unweighted grades (Grades 7 - 12) are utilized for Honor Roll selection;

High School Grade Point Average (GPA)

- Cumulative Unweighted GPA - the average of all final course grades received in high school level courses based on a 4.0 scale.
- Cumulative Weighted GPA - the average of all final course grades received in high school level courses with more points or greater "weight" to grades in accelerated courses [i.e. honors courses, Advanced International Certificate of Education (AICE), Advanced Placement (AP), and International Baccalaureate courses (I.B.)] are calculated on the weighted 5.0 scale.
- Cumulative Weighted for Class Rank - the average of all final course grades received in high school level courses in grades 9 - 12 with more points or greater "weight" to grades in accelerated courses [i.e. honors courses, Advanced International Certificate of Education (AICE), Advanced Placement (AP), and International Baccalaureate courses (I.B.)] are calculated on the weighted 5.0 scale. (Pursuant to [Florida Statute §1007.271](#), district school boards may exercise a weighted grading system for the purposes of class ranking.)

High school Grade Point Average (GPA) is calculated and used for a variety of purposes.

	Scale Range	Purpose/Use
Unweighted GPA (all high school courses taken)	0.0 - 4.0	<ul style="list-style-type: none"> • Dual enrollment eligibility • High school graduation • Athletic eligibility
Weighted GPA <i>Each institution only uses select classes to calculate their specific weighted GPA. Check with each institution for their guidelines. The weighted GPA listed in Synergy and on your transcript is for estimation purposes only.</i>	0.0 - 5.0	<ul style="list-style-type: none"> • Bright Futures eligibility • NCAA eligibility • College Admissions
Weighted Ranking GPA (only courses taken in grades 9-12)	0.0 - 5.0	<ul style="list-style-type: none"> • Valedictorian/Salutatorian designation • Class Ranking

In calculating unweighted GPA for graduation and athletic eligibility purposes, all courses taken must be used in determining the final GPA. This calculation includes all virtual courses taken. WP and WF indicators in virtual courses are not counted in the GPA calculations. Quality points for unweighted GPA are assigned for each full-credit course on a scale of A = 4, B = 3, C = 2, D = 1, F = 0. Quality points are assigned for one-half credit courses on a scale of A = 2, B = 1.5, C = 1, D = 0.5, F = 0. Students must have a 2.0 GPA on a 4.0 scale in order to meet graduation requirements and receive a Standard, Scholar, or Industry Scholar diploma. All high school credit-earning courses



taken in grades 6 - 12 and through virtual programs will count in the cumulative GPA calculations. For the purpose of class rank, only credit-earning courses taken in grades 9 - 12 and through virtual programs during those years will be counted. Courses in which grade forgiveness policies have been applied are exempt.

In calculating weighted GPA, all courses designated as Honors, (this includes Pre-AICE and Pre-IB) will be weighted as 4.5 on the weight scale for Clay County District Schools. Level 3 Career and Technical Education (CTE) courses will be weighted on a 4.5 basis. Courses designated as Dual Enrollment, Advanced Placement, AICE, and International Baccalaureate will be weighted at 5.0.

All transfer work from a home education program other than Clay Virtual Academy, FLVS, or an accredited program will be posted on a pass/fail basis and will not be utilized in GPA calculation.

Interscholastic Participation

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

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

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

[Florida High School Athletic Association Academic Requirements](#)

- 9.4.1 - 2.0 GPA Required for Academic Eligibility - A junior high student must have a 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester, [Florida Statutes § 1006.15\(3\)\(a\)](#). Final grades previously earned by the student from another school will not be converted using the scale in Bylaw 9.4.2.
- 9.4.1.2 Academic Eligibility/Ineligibility is for a Semester - A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester.

Grade Recovery and Forgiveness (“D” and “F”)

Assignment Recovery

Teachers may allow students who have been unsuccessful in mastering particular content or skills the opportunity to recover an assignment, assessment, and/or task, or if the work was not turned in on time due to a student's absence or failure to turn in the work. This work should be completed within two weeks of the last day of the current grading period and may not extend past the last day of school.



Grade Recovery

Grade recovery opportunities exist in order to help maintain students' progress towards graduation and occur following the student failing a nine week marking period. This work needs to be completed before the following marking period ends, e.g. a student failing a class for Quarter 1 needs to have completed the recovery coursework prior to the start of Quarter 3. Grade recovery is determined by each teacher and can be work assigned through Edgenuity or teacher-created material.

Credit Recovery

Secondary schools will be utilizing Edgenuity for credit recovery. Credit recovery opportunities exist in order to help maintain students' progress toward promotion and/or graduation. Credit recovery can only be utilized if a student earned a D or F for the semester or full-year credit and must be approved by the student's assigned school counselor to ensure that it is needed to meet graduation requirements.

Grade Forgiveness

Students in grades 9 - 12 may retake a course in which they earned a D or F. The higher grade earned will be used in computing their GPA. The grade forgiveness policy for required courses is limited to replacing the grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. Elective courses may replace a grade of D or F with a grade of C or higher in any elective course. Year-long electives earned subsequently will replace year-long electives; semester electives earned subsequently will replace semester electives. Junior High students taking high school credit-earning courses may forgive grades of C, D, or F. Once a C or higher is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA, but will remain listed on a student's official transcript.

Intervention & Remediation

Reporting Student Progress

Parents/guardians of public school students will be apprised at regular intervals of the academic progress of their child, in accordance with the provisions of [Florida Statutes § 1003.02\(1\)\(h\)2](#). Synergy ParentVUE and StudentVUE programs allow parents/guardians and students access to monitor up-to-date grades, attendance, schedule, and assignments at any time. Therefore, printed Interim Reports will no longer be sent home with students. Families are encouraged to use the Interim Report dates on the Student Calendar to review and discuss grades and concerns with their student(s). If families cannot view their student's progress electronically on a mobile device or computer, a printed copy may be requested from the teacher.

Per [Florida Statutes § 1002.20](#), parents/guardians of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. Therefore, if at any time during a grading period, it is apparent that a student may fail or is routinely doing unsatisfactory work in any course or grade assignment, teachers must notify the student's parent/guardian and document the contact in the Synergy Contact Log. This contact allows for an opportunity to use intervention strategies to correct deficiencies in academic areas.



Reading Remediation

The Intensive Reading course is designed for 9 - 12 grade students reading below grade level. The course includes foundational skill benchmarks to be used until a student has mastered said benchmarks. The Intensive Reading course has been designed for the teacher to select and teach only the appropriate benchmarks corresponding to the student's grade and instructional level. Interventions must be evidence-based and correspond to the district K - 12 Evidence-based Comprehensive Reading Plan. Effective implementation requires the support to be matched to student needs and must be provided by a reading-endorsed/certified teacher.

All 9th through 12th-grade students scoring a Level 1 or Level 2 on the F.A.S.T. for English Language Arts (ELA) will undergo a review of prior historical academic performance and assessment data, as well as current stakeholder input. If the initial cumulative records review determines placement in intensive reading, the student scoring a Level 1 or Level 2 will be given a diagnostic screener to determine the specific skill gap(s).

Instruction will be individualized to the skills that pose the greatest barrier to the student's learning in order to close gaps using a curriculum that is evidence-based, explicit, and systematic. The instructional time will be in addition to core instruction as this course should not be used in place of grade-level English Language Arts (ELA) courses and is intended to provide intervention for students who have reading deficiencies. Formative assessments will occur more frequently and focus on the learning barriers to success based on the intensity of needs. The larger the gap, the more frequent the progress monitoring.

The course includes the B.E.S.T. Standards for Applying Foundational Reading Skills for Students in grades 9 - 12 needing Reading Interventions. Interventions will be implemented until a student has mastered the Foundational Skills Standard. The expected outcome is for the student to achieve grade-level proficiency as determined by an achievement score of 3 or higher on the F.A.S.T. for ELA.

Students in grades 11 and 12 who score Level 1 or Level 2 on F.A.S.T. retakes and who have not earned a concordant ACT, SAT, and/or CLT score will be placed in an intervention course. This course will focus on ACT/SAT/CLT preparation and reading remediation using an evidence-based, explicit, and systematic district-approved curriculum. If a student passes the F.A.S.T. retake or earns a concordant score, (s)he may exit the intensive reading program at the end of the first semester.

Math Remediation

As a mandatory Florida math graduation requirement, students in Algebra 1 and Geometry are required to take an End-of-Course exam. Students not scoring an achievement Level 3 or higher will be placed in a Foundations or a Foundations/Geometry co-requisite course combination based on scale score. Secondary schools will also utilize the Edgenuity online program to remediate course work, as a virtual tutor, and for credit recovery. Additional remedial options are available in all Clay County secondary schools through the School Counseling Department.

Summer School: Credit Recovery & Grade Forgiveness

Summer school is an extension of the school year for students who attended Clay County District Schools. Students who did not attend Clay County District Schools are not eligible for the summer program unless they enrolled before the beginning of the 4th nine-week period or were approved for the HOPE Scholarship Program (see the Student Code of Conduct for more information about this program).



Students in grades 9th - 12th can retake academic courses for credit recovery or grade forgiveness during CCDS Summer school. Students may only take up to one full credit (or two ½ credit segments) through the CCDS Summer school program. All CCDS summer school coursework must be completed fully by the published deadline in order for students to receive credit.

Students may also work on approved coursework during the summer through Clay Virtual Academy. Students and parents should speak with their school counselor to determine if this is an appropriate option. Any supplemental summer coursework that may impact a student's course placement for the following school year must be completed before the start of the new school year.

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

Promotion, Diploma Options, & Graduation

Promotion and Placement of High School Students

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

- Following completion of one year designated as a 9th grader, the student will be designated as a 10th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 6 credits per school year;
- Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 12 credits for two years of high school enrollment;
- Following the completion of one year designated as an 11th grader, the student will be designated as a 12th grader in the student information system. This designation does not guarantee that the student has successfully completed the traditional 18 credits for three years of high school enrollment;

According to state statutes, students are assigned to a cohort year based on the year they first entered 9th grade. This cohort year determines the graduation requirements that must be met by that student. Students will be regularly notified as to their "credits earned" status toward graduation. The student will need to acquire the appropriate number of credits based on the graduation option chosen in order to be on track to graduate in four years with their 9th-grade cohort. Credit recovery and grade forgiveness opportunities exist to help maintain students' progress toward graduation.

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

- The student has accumulated at least 16 credits;
- The student has a probable chance of graduating within the academic year;



- An agreement between the student and school concerning attendance, behavior, and school performance is agreed upon.

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

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

Diploma Options & Considerations

Students have several diploma options per [Florida Statutes § 1003.4282](#). They are:

- 24-credit Standard option (with "Scholar" and/or Industry Scholar Designations)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Career and Technical Education (CTE) Pathway
- [International Baccalaureate \(IB\) Diploma](#)
- [Advanced International Certificate of Education \(AICE\) Diploma](#)

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

Key points to remember when choosing a graduation option:

- Students selecting the AICE and/or IB program are committed to the program. Should a student decide to exit the program prior to completion, they will be placed in the 24-credit option and must meet all requirements for that option;
- A student selecting the 18-credit ACCEL program must attend high school as a full-time student for three (3) years. These students are still eligible for Florida Bright Futures Scholarships and qualify for acceleration programs (e.g.: AP, Dual Enrollment, etc.) if all criteria are met; High school credits awarded prior to the 9th grade will be counted toward the required credits for all graduation options;
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18-credit ACCEL option should contact those institutions as early as possible for specific admissions requirements;
- Students must complete an online course to meet the graduation requirement (unless otherwise specified). Students in the IB, AICE, or 18-credit ACCEL programs are exempt from this graduation requirement. If an IB, AICE, or 18-credit ACCEL student withdraws or is removed from the program, they must fulfill this requirement.
- Students in the IB and AICE programs are exempt from Physical Education and Performing/Fine Arts requirements. If an IB or AICE student withdraws or is removed from the program, they must fulfill this requirement.

24-Credit Standard Diploma

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. World Language is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities.



- **4 credits in English Language Arts** - major concentration in composition, reading for information, and literature; must pass the 10th grade State ELA assessment or have a concordant score on a standardized test (ACT, SAT);
- **4 credits in Math** - two of which must be Algebra 1 (must pass EOC and have exam count as 30% of course grade) and Geometry (must participate in EOC with results counting for 30% of the final grade in the course); two credits may be substituted with an allowable industry certification that leads to college credit.
- **3 credits in Science** - one of which must be Biology 1 (must participate in EOC with results counting for 30% of the final grade in the course); two (2) of the three (3) credits must have lab components; one (1) credit may be substituted with an allowable industry certification that leads to college credit, Biology 1 excluded; one (1) credit may be substituted with an identified rigorous computer science course with a related industry certification, Biology 1 excluded;
- **3 credits in Social Science** - one (1) credit in U.S. History (must participate in EOC with results counting for 30% of the final grade in the course); one (1) credit in World History; half (½) credit in Economics with Financial Literacy; half (½) credit in American Government;
- **1 credit in Fine and Performing Arts, speech and debate, or CTE course;**
- **1 credit in Physical Education (includes integration of health)**
- **½ credit in Financial Literacy** (starting with the 23-24 cohort class);
- **8 credits in electives (7 ½ credits starting with the 23-24 cohort class)** - elective courses are selected by the student in order to pursue a complete educational program and to meet eligibility requirements. Some students will be required to take certain electives based on assessment scores. Any academic class taken above the minimum requirements listed above will count towards a student's total elective credits;
- Select courses within the 24 credits may be earned through equivalent, applied, integrated, or career education courses, including work-related internships;
- The student must have a cumulative unweighted GPA of 2.0 or higher on a 4.0 scale.

18-Credit ACCEL Diploma

Students who choose this option are only required to earn 18 credits [Florida Statutes § 1002.3105](#). The core credits (math, English Language Arts, social sciences, and science) are the same as the standard diploma types. These students pursuing the ACCEL diploma option do not have to earn a physical education credit. For students in cohort 22-23 and prior, only three (3) elective credits are needed instead of eight (8) elective credits. For students in cohorts 23-24 and beyond, only 2.5 elective credits are needed instead of 7.5 elective credits. All other requirements are still in effect.

Students who choose to complete the 18-credit ACCEL diploma option are encouraged to speak with any post-secondary institutions they may consider to ensure that they have met the necessary admissions requirements.

Career and Technical Education Graduation Pathway Option

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least 2.0 on a 4.0 scale.
- Meet the requirements of
 - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)



- 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
- 3 Science credits
- 3 Social Studies credits
- Complete two credits in Career and Technical Education. The courses must result in program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Scholar Diploma Designation

The requirements include the same requirements as the 24 Credit Standard Diploma with the following additions:

- Math - earn one (1) credit in Algebra 2; pass the Geometry EOC; earn one (1) credit in statistics or an equally rigorous course;
- Science - must pass the Biology 1 EOC or earn minimum score for college credit on AP, AICE, or IB Biology 1 assessment; must take chemistry or physics; earn one (1) credit in a course that is equally rigorous to chemistry or physics;
- Social Studies - must pass the U.S. History EOC or earn minimum score for college credit on AP, AICE, or IB U.S. History assessment;
- Earn at least two (2) credits in a world language;
- Earn at least one (1) credit in AP, IB, AICE, or Dual Enrollment course

Industry Scholar Diploma Designation

The requirements include the same requirements as the 24-Credit Standard Diploma with the addition of attaining one or more industry certifications.

Florida Seal of Biliteracy

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

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

- Silver Seal of Biliteracy
 - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
- Gold Seal of Biliteracy
 - earn four world language course credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale, and
 - earn a 4 or higher on the 10th-grade English Language Arts State assessment



In the event that the student was not able to complete four (4) years of a world language for high school credit, other assessment and portfolio options may be used to fulfill the award requirements. Where a portfolio is relied upon to determine whether to award a Seal of Biliteracy, school district-appointed personnel with language performance at the distinguished level on the [ACTFL Proficiency Guidelines 2012](#) in the same language as the student portfolio will assess the portfolio. Students should consult with their school counselors to learn more about the standards, additional exam options, and performance of each level.

Certificate of Completion

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

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

Graduation Requirements Chart

<i>Graduation Requirements/Diploma Options</i>			
Subject Area	Graduation Requirements of 24-Credit "STANDARD" Diploma	Graduation Requirements of 24-Credit "SCHOLAR" Designation	Graduation Requirements of 24-Credit "INDUSTRY Scholar" Designation
English	4 credits in Language Arts <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th -grade FAST ELA assessment
Mathematics	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC) 1 credit in Algebra 2 1 credit in Statistics or an equally rigorous course.	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade) 2 additional courses - 2 credits may be substituted with allowable industry certification courses that lead to college credit.
Science	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in an equally rigorous	3 credits: 1 credit in Biology 1 (<i>MUST PASS</i> EOC) 1 credit in Chemistry or Physics	3 credits: 1 credit in Biology 1 (EOC 30% of grade) 2 credits in an equally rigorous



	course, 2 of 3 credits must have a lab. One credit may be substituted with allowable industry certification leading to college credit.	1 credit in an equally rigorous course	course, 2 of 3 credits must have a lab. One credit may be substituted with allowable industry certification leading to college credit.
Social Studies	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (<i>MUST PASS</i> EOC) ½ credit in Government ½ credit in Economics with Financial Literacy	3 credits: 1 credit in World History 1 credit in US History (EOC 30% of grade) ½ credit in Government ½ credit in Economics with Financial Literacy
World Language	Not required for high school graduation, but required for admission into state universities.	2 credits in the same language or demonstrated proficiency in a second language.	Not required for high school graduation, but required for admission into state universities.
Performing/Fine Arts, or CTE Course	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)	1 credit in Performing/Fine Arts or CTE Course (eligible courses specified in Course Code Directory)
Physical Education	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)	1 credit in Physical Education to include the integration of health to include the CPR/AED training. (½ Personal Fitness & ½ PE Elective)
Financial Literacy (23-24 or later cohort)	½ credit in financial literacy	½ credit in financial literacy	½ credit in financial literacy
Electives	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later)	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later) Must earn 1 AP, IB, AICE, or Dual Enrollment credit	8 credits (22-23 cohort and earlier) 7 ½ credits (23-24 cohort or later)
Total	24 credits*	24 credits	24 credits*
Industry Certification Requirements	None required	None required	Must attain one or more industry certifications.
Grade Point Average (GPA) Requirement	Cumulative unweighted GPA of 2.0 on a 4.0 scale		
State Assessment Requirements	Students <i>MUST PASS</i> : <ul style="list-style-type: none"> Grade 10 State ELA assessment (or state-approved concordant score) Algebra 1 EOC (or state-approved concordant score) 		
<p>Special Note: *For the Standard Diploma and Industry Scholar Diploma select courses within the 24 credits may be earned through equivalent, applied, or integrated or career education courses including work-related internships.</p>			

Graduation Exercises

Students who meet the requirements for a Standard, Scholar, Industry Scholar, and Certificate of Completion will be eligible to participate in graduation exercises at their last school of enrollment, unless the District or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for



determination of the outcome. Students who fail to meet the minimum credits or grade point average as prescribed by Clay County District Schools, even though they have passed the state assessments, will not participate in graduation exercises and will not receive a Certificate of Completion. Students eligible for a Certificate of Completion will participate in graduation exercises. It is also District and State policy that eligible students are:

- Allowed to graduate before their cohorts (the 24-credit option and 18-credit ACCEL option);
- Students who graduate before their cohorts may continue to participate in school and social events and other specifically named events as part of the student's cohort, excluding athletics;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

During all phases of graduation exercises, including rehearsals, Baccalaureate, and commencement, students participating will not be differentiated as diploma or Certificate of Completion except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises will be limited to the certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be, "Seniors of the class of ____ are now certified as graduates or have completed their high school course of study as prescribed by Clay County District Schools and the State of Florida."

Valedictorian and Salutatorian Recognition

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

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



Bright Futures Scholarship

Eligibility Requirements

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

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

Florida Academic Scholars (FAS) - 100 service hours OR 100 work hours

Florida Medallion Scholars (FMS) - 75 service hours OR 100 work hours

Gold Seal Vocational Award (GSV) and Gold Seal CAPE Scholars (GSC) - 30 service hours OR 100 work hours

Note: Students may use a combination of service and work hours but if a combination is used they must earn 100 hours for all levels of Bright Futures.

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

Service Hours or Work Hours for Bright Futures

Service Hours or work hours are required for all Bright Futures Scholarship Awards. Students may begin service hours or work hours the summer before the student enters ninth grade. These service hours or work hours are not a Florida or school district requirement for graduation with a standard high school diploma.



Service Hour Requirements

For students who are attempting to receive service hours towards Bright Futures for an activity, below are the district guidelines:

- Activities performed at school should be designed to meet greater needs in the areas of health, education, environment, or public safety identified within the school. The benefits of the activities should be extended to individuals or families in need, not to the student's own family;
- To count as service hours, activities must be unpaid. The student must not be compensated with money, goods, or services for their time. Any paid activities will need to meet the requirements for documented work hours in the following section;
- Service activities must be rendered for "not-for-profit" organizations or agencies;
- The student may engage in direct, indirect, or advocacy service activities. Definitions and examples of those activities are:
 - "Direct Service" involves face-to-face contact with service recipients. Examples include tutoring other students, serving meals at a homeless shelter, or working with the elderly in a nursing home;
 - "Indirect Service" involves performing a service without having face-to-face contact with the recipients. Usually, resources are channeled to or through an organization to help alleviate a problem. Examples include food and clothing drives, marathons, fundraisers, or environmental projects;
 - "Advocacy" involves educating others about a particular social problem with the goal of eliminating the cause of that problem. Examples include writing letters to legislators or editors, preparing and displaying posters to an identified audience, writing and performing informative plays, or creating educational materials for other target groups.
- Hours spent in service activities must be verified by a site supervisor. Documentation must be kept on or attached to the [CCDS Service Hours Log and Reflection Form](#) and turned in to the student's assigned school counselor or designee.

Activities that will NOT be accepted as service hours include, but are not limited to, the following:

- Any activity that violates federal or state laws, which prohibit discrimination on the basis of race, creed, sex, age, color, national origin, marital status, sexual orientation, or disability;
- Co-curricular activities that are course requirements;
- Hours submitted after graduation;
- Fostering of animals in a location other than the shelter associated with a government agency or non-profit organization;
- Any activity whose main purpose is to increase the amount of revenue for a private, for-profit business or to generate new revenue for that business;
- Any activity that replaced a paid staff worker of the agency or institution that the student volunteers with;
- Any activity rendered as a prerequisite for future student employment;
- Any activity that is performed as a result of disciplinary action taken by the school or courts;
- Any activity whose main purpose is to help prepare and/or participate in the performance of a religious service or religious educational activity UNLESS the hours are spent addressing a social problem (examples may include: Habitat for Humanity, a community-wide summer vacation Bible school, etc.);
- Attendance at self-improvement workshops or conferences;



- Participation as an athlete in school sponsored athletics;
- Participation as an assistant or trainer at a school-based sports training camp;
- Participation in regularly scheduled school drama, band, or chorus performances, festivals, or competitions.

Work Hour Requirements

For students who are attempting to receive work hours towards Bright Futures for an activity, below are the district guidelines:

- Work hours must be for an established business or organization with a business license, non-profit status, or IRS business designation.
- Documentation of work hours must be submitted by providing a copy of the student's paycheck stub or other official documentation from the company showing the dates and hours the student worked and the pay that they received for their work.
- Documentation is to be provided to the student's assigned school counselor or other designee prior to the student's graduation.

DRAFT



VPK

The Voluntary Pre-Kindergarten Education Program is a free pre-kindergarten program for 4-year-olds who reside in Florida and were born on or before September 1 of the year they would enter the program. Parents of 4-year-olds with birthdays from February 2 through September 1 may postpone enrolling their child until the following year when they are 5. A Certificate of Eligibility (COE) is required to attend a VPK program. The parent/guardian must obtain the COE from the Early Learning Coalition. The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK's required instructional hours. Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours. There is no requirement for school districts to transport children to VPK. It is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

School-Year VPK Program at CCDS Elementary Schools

School-year seating for each VPK program is determined by a lottery. Seating is very limited (7 seats per VPK program). School-year VPK lottery dates and the online application are located on the District website. Students may apply for one school in the lottery and cannot be placed in multiple lotteries for the district elementary schools. Students who do not receive a seat through the selected elementary VPK lottery will be placed on a waitlist. The waitlist will be capped at seven (7) students. The following documents are required once the lottery is confirmed:

- Birth Certificate
- FL680 Immunization Record
- School Entry Health Exam submitted within 30 days of enrollment
- Parent's Government-Issued Photo ID
- Signed and Dated Certificate of Eligibility (COE)

Before and After Extended Stay occurring outside of the VPK provider contractual instructional hours, but within the regular school day is available for a nominal fee through CCDS deduction or Scheduled Payment Agreement Form.

Montessori VPK Program at Swimming Pen Creek Elementary

Seating for the Montessori VPK program is determined at the school level.

Summer VPK Program at CCDS Elementary Schools

Seating for the Summer VPK program is limited to 12 seats. Seating is assigned in the order of received applications containing the required information and documents.

School-Year VPK Program at CCDS High Schools

The school-year VPK program is offered at five of the District's High School Child Care Learning Labs as part of the Early Childhood Education program: Fleming Island High School, Middleburg High School, Oakleaf High School, Orange Park High School, and Ridgeview High School. Please contact the center director if you are interested in a seat at the school.



CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school of choice option for Kindergarten - 12th grade students who reside in and outside of Clay County. CVA is part of the Clay County school system as a franchise of Florida Virtual School (FLVS) with an accreditation status of Cognia and offers approved NCAA courses with both full-time and part-time enrollment opportunities for public, private, or homeschool students when room is available and the student meets the Profile for Success Criteria.

Enrollment & Attendance

Kindergarten and First Grade CVA Enrollment

- Students enrolling in Kindergarten must be five (5) years old on or before September 1 in the school year in which he or she is enrolling.
- Students enrolling in first grade must be six (6) years old on or before September 1 in the school year for which he or she is enrolling.
- Age requirements for students with disabilities who have an active Individual Educational Plan (IEP) may differ from the general school age requirements.

Part-Time Enrollment and Academic Requirements

Students must meet the recommended academic progress outlined below, including the following enrollment requirements:

- 4th - 5th grade students if they have qualifying state assessment scores
- 6th - 12th grade student meeting the [Profile for Success Criteria](#).
- Any Student may opt to take 7th or 8th-period courses through Clay Virtual Academy or FLVS for acceleration, original credit, or grade forgiveness.

Part time students may only have two (2) active courses at a time, on any virtual platform. Additional courses will need approval from a, without a school counselor override. For more information please see your school counselor or the CVA website: cva.myoneclay.net.

Full-Time Enrollment and Academic Requirements

Students must meet the recommended academic progress outlined below, including the following enrollment requirements:

- 10th - 12th-grade students must currently be on track for a 24-credit diploma to include a minimum 2.0 GPA and the appropriate credits earned for each school year completed:
 - Students should have six credits at the end of the 9th grade school year.
 - Students should have 12 credits at the end of the 10th-grade school year.
 - Students should have 18 credits at the end of the 11th-grade school year.
 - Students are required to complete six (6) courses during the semester of graduation. This is an accreditation requirement.



Requirements for Students with Disabilities

- Students with disabilities are required to meet the state and CVA/FLVS Franchise Profile for Success Criteria in order to be accepted into CVA full time, just as their non-disabled peers.
- Current Individual Educational Plans (IEP) of student applicants who meet the school's entrance criteria will be reviewed on an individual basis in order to determine the appropriateness of the full-time virtual education option.

FLVS Full-Time and FLVS Flex Through the Home Education Office

Students who enroll directly with FLVS full-time as a school choice option through the Home Education Office are no longer considered Clay County enrollees but may still participate in state tests and extracurricular activities at their zoned schools. Please see the Home Education section for more information.

Application and Enrollment Process for Full-Time Students

Applications for CVA are accepted during open enrollment periods which open 90 days before the first day of school and close 30 days before the first day of school. These enrollment dates are listed on the CVA website, cva.myoneclay.net. Applications are considered without regard to disability, race, national origin, religion, or gender. The application process is to ensure, as fair as possible, that students will be successful in their academic work.

The application process for CVA is multi-step, and the student is not enrolled in CVA until all of the following steps are completed:

- Parent and Student Responsibilities Agreement is completed and submitted by the parent/guardian;
- An application is submitted during the enrollment period;
- A VSA/FLVS account for both the parent and the student is created;
- The parent/guardian and student attend a meeting with a CVA School Counselor to determine whether applicants meet the Profile for Success Criteria. School counselors determine academic decisions only and are unaware of holds that may prohibit CVA enrollment.
- The parent/guardian completes the online Synergy ParentVUE registration and submits all required documentation for their student.
- The student's most recent school gives clearance from any holds, including disciplinary holds, and releases registration of the student to CVA.

CVA reserves the right to suspend the application and registration process after two follow-up attempts to request the completion of any requirement without resolution. Acceptance to CVA at any other time than an open enrollment period is only under extenuating circumstances and requires administrative and school counselor approval.

Full-time enrollment for CVA is a year-long commitment. Full-time students can be released from CVA upon an academic review of the Profile for Success Criteria and/or not adhering to the Parent and Student Responsibilities Agreement.

Course Offerings

CVA offers numerous courses during the school year, including Honors, Advanced Placement (AP), and Dual Enrollment courses. CVA course grades are accepted for credit and are only transferable



upon completion of the course. Partial grades cannot be transferred.. Here is a current list of [CVA Course Offerings](#).

Attendance Requirements

Attendance for CVA is documented as follows:

- All K 12 students must submit the weekly work required (as listed on the pacing chart for each course) by 4:59 p.m. on Friday of each week to be counted for attendance purposes.
- Students in grades K - 12 must attend weekly scheduled live lessons with their teacher.
- ESE students must attend their scheduled support sessions with their contact teacher.
- Daily VSA login data can be used to determine attendance for any K - 12 student whose coursework is not up to date.

Curriculum, Assessment, & Instruction

Academic Integrity

Student academic integrity is a core value and universal expectation at CVA as a franchise of Florida Virtual School (FLVS). Detailed information regarding the criminal nature of academic brokering, the policies pertaining to reporting, and the proctored exam process can be found on the FLVS website at [FLVS Academic Integrity](#).

Elementary Handwriting Standards and Expectations

Students in Kindergarten through grade 3 enrolled full time are required to submit handwritten work for all assignments in the enrolled student's own handwriting. Students in grades 4 and 5 may submit typed assignments with the exception of the assignments that include handwriting standards. The requirement for students to submit work in their own handwriting aligns with FLVS Academic Integrity policies. Students with an IEP, 504 Plan, or other ESE documentation on file at CVA may require accommodations for the response options for class assignments. The teacher or parent should contact the ESE Department at CVA to discuss any necessary accommodations.

Technology Requirements

To maintain contact with teachers, staff, and administration, students must have daily access to the following:

- Computer with webcam and microphone
- Internet service
- Email
- Telephone

Pacing and Weekly Work Requirements

Within each course, the instructor outlines the weekly minimum work requirements that provides students with a pacing chart which needs to be followed. Both full-time and part-time students should commit five (5) to six (6) hours per week to each virtual course. Students not staying on pace are considered absent based on this pacing and/or lack of weekly work submissions. This may impact attendance and future enrollment in CVA. Students struggling to independently succeed in the virtual setting may find it in their best interest to attend a traditional school where daily monitoring and assistance in time management and task completion can occur.



Live Lesson Requirement

Participation and attendance in Live Lessons leads to student success in their courses. Students in grades K-12 are expected to have regular attendance to their class time/live lessons. Students are also required to attend their support sessions as mandated by the student's IEP or EP.

Grace Period

Students taking courses through Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) are given a grace period designed for previewing or attempting a course without penalty. Grace Period is defined as reaching 20% complete or 21 days in a virtual course. Students are expected to complete their courses after the grace period has been exhausted. If a student drops a course after the allotted grace period, they will receive a grade of Withdrawal Passing (WP) or Withdrawal Failing (WF) on their transcript and may forfeit the opportunity to take virtual courses in the future.

When students add courses, the educational suitability and availability of courses will be considered before approval will be granted. Changes will only be considered during the first 20% or 21 days. If a student seeks to enter back into a class at their zoned school, class size caps established by the state may disallow that change. After the 21-day grace period, the student may have to complete the course online. Administrators and school counselors will interpret this.

Resubmission

As part of the CVA/FLVS Franchise commitment to mastery learning as a process, students who choose to remediate material to gain additional understanding will have the option to re-attempt a formative assessment in their course. Formative assessments in a course may include worksheets, written compositions, lab reports, short answer paragraphs, essays, book responses, graded discussion board posts, and other assessments that require teacher evaluation of the student's work. While infrequent situational deviation may occur at an Instructional Leader's/Administrator's discretion, Florida Virtual School limits the number of total attempts to three on the formative assessments mentioned above. Summative assessment submissions will be limited to one. Exceptions may be made in certain situations if determined appropriate by the Instructional team. Resubmission of coursework must be completed before taking the segment exam (grades 6 - 12).

Final Grades

Students enrolled in Clay Virtual Academy (CVA) or Florida Virtual School (FLVS) courses will only have grades finalized or transferred upon completion of each segment. There are no partial/quarter grades for CVA/FLVS courses.

All course grades are final. Students can only resubmit assignments before the segment exam is completed. An official final grade report will be emailed to the student. If the course withdrawal date falls within the grace period, a grade of "W" will be issued. After the grace period, a grade of "WP" or "WF" will be issued to their school transcripts.

Academic Review Process

Full-time students will undergo an academic review each semester. This is to ensure student success in the virtual environment. Several things are considered when conducting these reviews, including the continued meeting of all [Profile for Success Criteria](#), growth and achievement on all Progress Monitoring assessments, and adherence to the in-person testing and live lesson requirements.



Expectation of Communication and Drop Policy

Communication is key to a student's success in an online course. It is the student and parent's responsibility to ensure that both the VSA/FLVS platform and the Synergy platform are updated with correct student and parent contact information at all times. It is essential that the student and instructors maintain regular contact.

- If the student does not submit the expected number of assignment(s) within a period of seven (7) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress.
- If the student does not submit the expected number of assignment(s) within a period of fourteen (14) consecutive days, the student and parent(s) will receive correspondence from the instructor. Through this correspondence, the student, parent(s), and teacher will work to resolve any issues that prevent the student from submitting an acceptable number of assignments each week. Placeholders will be entered for any missing assignments to give a more accurate overview of the student's progress. All assignments must be submitted in order to receive credit for the course. No exemptions will be granted as each assignment relates to a specific course standard that must be covered.
- If the student does not respond by submitting assignments within twenty-one (21) days of the initial correspondence, CVA will assume that the student does not intend to remain in the course, and the student will be administratively dropped from the course.

Course Reinstatement

- Reinstatement into a course may only be requested for a course dropped during the current school year.
- Students who are dropped from a course the first two times may request reinstatement through their teacher by contacting the teacher directly and creating a success plan. Any student requesting reinstatement for a third time will request it by contacting the principal of CVA and submitting a success plan to include a written statement showing the student's commitment to finishing out the course. Reinstatements will not be granted after the third attempt.

State Testing Requirement

As a School of Choice and a Franchise of FLVS, CVA full-time students must take all state assessments at their zoned school. Students who do not take their state assessments can be found ineligible to return to CVA for full-time enrollment. Families who want to opt out of state testing can only do so through the Home Education enrollment option.

Graduation

CVA holds a graduation ceremony for graduating seniors. Students have the option to participate at their zoned school's graduation if they are in good standing and have spent the majority of their high school years at the zoned school. CVA students will not be considered for the class rank of their zoned school. It is the student's responsibility to stay in contact with their zoned school to ensure they are eligible and approved to attend their graduation. Any student recommended for an alternative educational setting for disciplinary reasons may not participate in the commencement exercises at their zoned school; including students who enroll at CVA in lieu of the recommended alternative educational setting.



MONTESSORI

Clay County District Schools is proud to offer the Montessori program at Swimming Pen Creek Elementary. Swimming Pen Creek is dedicated to providing development of the whole child through Montessori education by cultivating independent thought and foundational skills as well as awareness of their environment; empathy for others, social ease and confidence. The Montessori program seeks to establish within a child the intellectual, emotional, and physical rigor needed to become a self-directed learner, flexible thinker, creative problem solver, and support the child's ever-increasing curiosity about the world in which they live.

All general and elementary specific procedures and guidelines apply to students who enroll in the Montessori program. For Montessori specific information, please see below.

Report Cards & Grading

A student's progression on a curriculum continuum, aligned with the applicable state standards, will be determined by teacher judgment. Teacher judgment will be based on the student's academic achievement as indicated on a student performance checklist aligned with the applicable state standards for that grade level. Documentation of teacher judgment may be based on any of the following procedures:

- applicable tests or evaluation activities selected from the district textbook program or other school-selected instructional materials;
- applicable samples of students' daily work assignments;
- records of observations of student work (oral and written); and
- teacher-made assessments.

Report cards are vehicles by which students' achievements are communicated to parents. The report card will include student performance in a variety of areas with teacher comments and regularly scheduled parent conferences. Report cards are posted in the parent portal on dates established by the district.

Montessori Grading Scale (Kindergarten- Grade 4)

Grade	Grading Scale	Definition
E	90 - 100	Outstanding Progress
S	75 - 89	Satisfactory Progress
N	65 - 74	Needs Improvement
U	0 - 64	Unsatisfactory Progress

Fourth grade will be considered a transitional year for students entering upper elementary where they maintain the same grading scale as in previous years.



Montessori Grading Scale (Grade 5 - 6)

Grade	Grading Scale	Definition
A	90 - 100	Outstanding Progress
B	80 - 89	Satisfactory Progress
C	70 - 79	Satisfactory
D	60 - 69	Needs Improvement
F	0 - 59	Unsatisfactory Progress

Reporting Student Progress

A teacher will provide notification at any time during a grading period (in the parents' primary language) when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. School staff should put their best effort into verbally communicating warnings to students and parents via phone, email, or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a report card grade of "U" or "F" if this procedure has not been followed.

Assessments

Ongoing comprehensive assessments providing annual benchmark measures that are aligned with the applicable state standards will be used to determine individual student performance. The student's performance will be compared to a standardized expected level of performance for the child's chronological age to determine progression on the curriculum continuum. Appropriate standardized tests will be used to evaluate the program.

Promotion Criteria & Academic Level Assignments

A student will progress at his/her own pace on a curriculum continuum aligned with the applicable state standards. Ongoing assessments and annual reviews will be used to determine a student's level of performance.

Any waivers to these requirements that are necessary to implement this program will be approved by the superintendent or designee prior to implementation.



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The English for Speakers of Other Languages (ESOL) program is designed to develop English language proficiency and academic potential for eligible English Language Learners (ELL). (F.S. 1003.56) English Language Learners are students with limited English proficiency and are further defined as:

- students who were not born in the United States and whose native language is a language other than English, or
- students from a home environment where a language other than English is spoken, or
- American Indian or Alaskan Native students from an environment where a language other than English has had a significant impact on their level of English language proficiency, and
- who have sufficient difficulty speaking, reading, writing, or listening in the English language.

Identification and Eligibility for ESOL Program

Each student with a response other than English to any of the questions on the Home Language Survey listed below during enrollment will be identified as a potential ELL and will be screened using the WIDA Screener within 14 school days following the student’s initial enrollment.

1. What language is spoken by adults at home?
2. What language did the student first learn?
3. What language is spoken by the student at home?

Initial eligibility for ESOL services is based on the student’s level of English proficiency as measured by the WIDA language screening assessment. [6A-6.0902](#)

Initial Eligibility for ESOL Program

Grade	Sub-Test	Eligible Scores
K	WIDA Screener for K	Overall Composite 1.0 to 3.9
1st-12th	WIDA Screener Listening, Speaking, Reading & Writing	Overall Composite 1.0 to 3.9
ELL Committee	Committee Recommendation	

Parents will be notified of the English Language Learner (ELL) classification and ESOL Program eligibility including the reasons for the identification, student’s level of English proficiency, methods of instruction to be used in the program, and how it will meet the educational strengths and needs of their student. Within two weeks of the parent notification, the student will be placed in the appropriate English Language Development (ELD) instructional course(s).

Decisions regarding ESOL eligibility and services determined by the ELL Committee will be based on a review of the following:



- academic performance,
- standardized assessments and language acquisition data,
- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction,
- the student’s English language proficiency, and
- attendance and retention data.

The ELL Committee includes the principal or designee, the parent, an ESOL/English teacher, the ESOL Facilitator, and any other personnel responsible for the instruction of English Language Learners, will meet to:

- determine eligibility,
- review and make placement recommendations,
- evaluate continuation of program services to support language acquisition, or
- provide recommendations for programs and access to additional services.6A-6.0908

Parents can request their child be removed from the ELD instructional course(s). Removal from the instructional course will not alter the school’s responsibility to continue to provide English instruction by ESOL-certified or endorsed instructors. The student will continue to receive appropriate instruction until they are reclassified as English proficient and exited from the ESOL Program.

Upon parents’ request to have their child removed from the ELD instructional course(s), the student’s principal or school representative will meet with the parent to ensure they understand the refusal request, by reviewing the ESOL services, the benefits of ESOL support, and the ESOL exit requirements. [6A-6.0903](#)

Equal Access for English Language Learners

English Language Learners, including refugees and other immigrants, and racial and national origin minority students, should not be restricted due to their English proficiency and are entitled to equal access to

- appropriate programs and services other than ESOL, such as compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services; and
- courses that are equivalent and comparable in scope, sequence, and quality of instruction provided to English proficient students and are understandable at the student’s level of English proficiency.

Grading and Progress Reporting

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services will be graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of “Unsatisfactory,” “D,” or “F” may only be assigned to an English Language Learner receiving ESOL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

The teacher will inform parents in the comment section that, “The English Language Proficiency Level was taken into consideration when planning instruction, assessments, and grading for English Language Learners.”



Retention of English Language Learners

An English Language Learner (ELL) may not be retained due to lack of language acquisition alone. Student's academic performance must be based on the student's level of English Language Proficiency (ELP). An ELL who has had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program (not including PreK), should be considered for good cause promotion. Considerations should include the following:

- amount of time in the country
- academic experience(s)
- time needed to reach proficiency based on research
- oral language proficiency in English
- reading and writing proficiency in English
- cultural background.

The ELL Committee (including the parent) must meet to discuss the considerations of any ELL student recommended for retention prior to the retention of that student.

For ELLs who have received ESOL services for less than two years, a district ESOL representative must be invited to and should be present at the ELL Committee Meeting.

Evidence and documentation of the integration of Florida's English Language Development standards with the grade level standards along with the academic performance of the student based on their ELP must be reviewed during the ELL Committee meeting. [6A-1.09432](#)

Parent Communication of Progress

All written and oral communication between CCDS personnel and parents of current or former ELLs will be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible.

Statewide English Language Proficiency Assessment

All English Language Learners will be assessed annually on the ACCESS for ELLs, including Kindergarten ACCESS for ELLs, or the Alternative ACCESS for ELLs for students with significant cognitive disabilities.

Assessment results will be used to evaluate the progress of individual students. The ELL Committee may convene to adjust, modify, or improve the ELL student plan when indicated by annual assessment data.

ELL Considerations for Statewide Standards Assessments

All students classified as ELL must participate in the statewide assessment program. There is no categorical exemption from participation in the statewide assessment program for English Language Learners.

An exemption from participation in any component of the statewide assessment may only be made through the recommendation of the School's ELL committee and only for an ELL who has been in an English Language Program for less than one (1) year prior to the assessment date.

The School's ELL committee, in making its decision, will consider the following factors:



1. Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards;
2. Grades from the current or previous years; or
3. Other test results

The School's ELL committee will exempt an ELL from participation in a component of the statewide assessment program if it determines that the student's participation would have an unsound instructional effect on the student.

English Language Learners in the third grade, who have been in an ESOL Program for less than two years and fail to meet expectations on the third-grade state assessments in reading, will be exempted for Good Cause from the third-grade mandatory retention.

For the purpose of exemption from mandatory retention of third-grade ELLs, under good cause, two years means no less than a total of two full calendar years as measured from the date the student entered a U.S. school, (DEUSS), to the date of the grade three standardized ELA assessment.

The School's ELL committee may consider that the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have NOT had two uninterrupted years of instruction in an English for Speakers of Other Languages (ESOL) program.

The School's ELL committee, in making its decision, will consider the following factors:

1. Documentation of less than two years accumulated time in an ESOL program in the U.S.
2. Verification of the DEUSS date (starting point)
3. Verification of re-entry dates (code E09, signifying any PK-12 student who enters a Florida school from a country other than the U.S. or U.S. commonwealth/territory)
4. Student level of English language proficiency
5. Academic experience in both English and the heritage language
6. Transcripts from schools outside the United States

[6A-6.0901](#), [6A-6.0902](#), and [6A-6.0903](#), [6A-1.09432](#), [6A-6.09021](#)

ELL Accommodations for Statewide Assessments

Appropriate and allowable accommodations are provided to English Language Learners who are currently receiving services or have exited and are in the two-year monitoring period, provided these accommodations have been implemented throughout the course of the academic year. Accommodations are defined as adjustments to settings and/or scheduling to include the amount of time for administration, assistance in the heritage language, and the use of an approved translation dictionary or glossary, including

- testing in a separate room with the ESOL or heritage language teacher;
- scheduling in multiple increments within one school day, when allowed;
- additional time within one school day may be provided to complete a test session;
- access to an approved heritage language dictionary or glossary; and/or
- limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.



Accommodations that negate the validity of statewide, standardized assessments are not allowable. [Florida Statute § 1008.22](#), Rule 6A-6.09091, F.A.C.

Graduation Options for English Language Learners

1. English Language Learners who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage standardized grade 10 ELA or alternative assessment is eligible for a standard high school diploma by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.
2. English Language Learners who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may participate in the English Language Program during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements.

ELLs receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. 1003.433(3), F.S., and SB 6A-1.0942

Exiting the ESOL Program

Grade	Exit by Criteria	Exit by ELL Committee Criteria
K	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading	N/A
1-2nd	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading	WIDA Screener* 1. 4.0+ Overall Composite and 2. 4.0+ Reading *Must be administered w/in 30 Days of ELL Committee's determination to Exit
3rd-12th	WIDA ACCESS 1. 4.0+ Overall Composite and 2. 4.0+ Reading and FAST ELA 3. Level 3+	WIDA Screener* 1. 4.0+ Overall Composite and 2. 4.0+ Reading and *Must be administered w/in 30 Days of ELL Committee's determination to Exit 3. Academic Criteria Required for Review: <ul style="list-style-type: none"> • 3+ Years in ESOL Program • Evidence of mastery of basic competencies/skills on a District Approved Formative ELA Assessment • Evidence of quarterly grades demonstrating satisfactory progress towards ELA standards • Written recommendation by current and previous instructional staff



EXCEPTIONAL STUDENT EDUCATION

Our school district is committed to ensuring that all students with disabilities (SWDs) have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The mission of the Exceptional Student Education (ESE) department is to identify and meet the unique educational needs of exceptional students and to provide support and resources to enhance educational opportunities so they may reach their full potential and become independent, productive citizens. The district ESE department, ESE instructional personnel, and related services personnel, center all of their work around high-leverage practices in the domains of instruction, social/emotional/behavioral, assessment, and collaboration which are considered to be fundamental to teaching all students with disabilities.

Each student with a disability has an Individual Education Plan (IEP). The IEP is tailored to meet the individual needs of students with disabilities, and is developed by a collaborative team including appropriate school-based/district personnel, parents or legal guardians, and the student whenever possible. The IEP team will review the IEP on an annual basis, or they may meet to amend the annual IEP if the need arises.

Key components of an IEP include; the student's present level of academic achievement and functional performance, measurable annual IEP goals, accommodations, ESE services including specially designed instruction, transition services as applicable, and an explanation of how the student will participate in State and district assessments. Parents/legal guardians are informed of their child's progress towards the attainment of their annual IEP goals at the regularly scheduled times that all students receive report cards and interim reports.

As IEPs are developed, reviewed, or amended for all SWDs, the IEP team will always consider existing additional services provided to SWDs, such as Title 1, English Language Learners, Migratory, Homeless, and Neglected or Delinquent Children.

Assessment

Florida Alternate Assessment for Students with Significant Cognitive Disabilities

All Florida students participate in the state's assessment and accountability system. The Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FAA is based on Florida's B.E.S.T. Standards Access Points for English Language Arts, mathematics, science, and social studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade but at reduced levels of complexity.

Participation Guidelines

Per [Florida Statute § 1008.22\(3\)d](#) and [Rule 6A-1.0943 F.A.C.](#), only students with significant cognitive impairment are eligible to participate in the FAA program. Therefore, students



with a primary disability category of SLD must not participate in the FAA program and subsequently should not be enrolled in access courses that align with the FAA program.

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

In order for a student to participate in the statewide, standardized alternative assessment, all of the following criteria must be met:

- The student must have a “most significant cognitive disability” meaning a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either:
 1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of sixty-seven (67) or under); or
 2. In the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, F.S.
- The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility);
- The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment;
- The student must be receiving specially designed instruction, which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards;
- The student must be receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;
- Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;
- Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;
- Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;
- Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), the student is exhibiting limited or no progress on the general education curriculum standards, and requires modifications;



- Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least seventy (70) percent of the school year prior to the assessment;
- Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least eighty (80) percent of the school year prior to the assessment;
- Exclusionary Criteria - A student is not eligible to participate in the statewide, standardized alternate assessment if any of the following is true:
 - The student is identified as a student with a specific learning disability or as gifted;
 - The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or
 - The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to [Florida Statute § 1008.22\(3\)\(a\) and \(b\)](#), unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.
- The parent must sign consent in accordance with [Rule 6A-6.0331\(10\), F.A.C.](#)

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

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

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

The four achievement levels are:

Level 1	Students at this level do not demonstrate an adequate level of success with Florida's B.E.S.T. Access Points Standards.
Level 2	Students at this level demonstrate a limited level of success with Florida's B.E.S.T. Access Points Standards.
Level 3	Students at this level demonstrate a satisfactory level of success with Florida's B.E.S.T. Access Points Standards.
Level 4	Students at this level demonstrate an above-satisfactory level of success with Florida's B.E.S.T. Access Points Standards.

NOTE: Access courses can only be used for students with significant cognitive disabilities who are eligible for alternate assessment. Determining the specific benchmarks within



each strand and the functional level(s) applicable to a student will be the responsibility of the IEP Committee. It is expected that only students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Act (IDEA) will participate in the FAA.

Assessment Exemption

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

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

Graduation

Graduation Requirements for Students with Disabilities and Types of Diplomas

Beginning no later than the first Individual Education Plan (IEP) to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP team in collaboration with the student's parent(s)/guardian(s) will review the diploma option (including standard diploma designations) annually and, if appropriate, revise the diploma option accordingly. Since the selection of a diploma option will have a significant impact on the student's high school curriculum, the IEP team will collaborate with the student's parents/guardians to select the most appropriate diploma option. The IEP team will discuss specific course and credit requirements for each diploma option in order to make an informed decision. The diploma option selected at the IEP meeting is noted on the IEP. At each annual IEP meeting thereafter, the academic performance of the student in relation to the diploma option selected will be addressed and the diploma recommendation reviewed. If, at any time, a change to the diploma option is recommended or requested, the change must be approved by the parent and is subject to verification of appropriateness by an independent reviewer. Copies of each IEP will be given to the parents.

Requirements for Standard Diploma

The standard diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. See [Diploma Options section](#) for full detailed requirements. The standard diploma will be awarded to students who:

- Earn a passing grade on the required statewide assessment(s) or meet the waiver requirements.
- Successfully complete the required credits in grades 9 - 12. Students with disabilities must earn required credits in the district approved education courses listed in the Course Code



Directory in order to meet the credit requirements for a standard diploma. Students with disabilities may meet the elective credit requirements by earning credits in basic, vocational, or exceptional student education courses as allowed by the standard diploma option selected.

- Attain the same cumulative grade point average required in the general education section of the Student Progression Plan.

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

Standard Diploma via Access Courses

This diploma is ONLY available to students with significant cognitive disabilities who are enrolled in access courses and assessed via an alternate assessment. The following may be considered:

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

Standard Diploma via Academic Courses and Employment Competencies

This may be considered when the IEP team has determined that mastery of both academic and employment competencies are the most appropriate way for the student to demonstrate skills. Students who choose the academic and employment option must earn at least 0.5 credit via paid employment. If this option is selected, an appropriate and signed Employment Transition Plan must be in place and separate from the IEP. Also, in addition to meeting the requirements noted for the general standard diploma, the IEP team may discuss and opt to substitute eligible Career Technical Education (CTE) courses for required core academic courses. Eligible CTE courses are noted in the state course code directory.

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

Certificate of Completion

According to statute, a Certificate of Completion is awarded to any student with a disability who has met all requirements for graduation with a standard diploma, except for passing the Statewide Assessment Program. The awarding of a certificate of completion to students with disabilities does not prevent a student with a disability from pursuing a standard diploma. A student with disabilities may continue to pursue a standard diploma until his/her 22nd birthday.



Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

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

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

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

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

Students pursuing a standard diploma with a scholar diploma designation are not eligible for a waiver. In order for a student to earn a scholar diploma designation, a student must meet the requirements of [Florida Statutes § 1003.4285](#).

Deferral of Graduation/Receipt of Standard High School Diploma

Beginning no later than the first IEP to be in effect when the student enters high school attains the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first, the IEP team in collaboration with the student's parents/guardian and student must discuss the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to [Florida Statutes § 1003.4282 \(10\)\(c\)](#).

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

- The IEP includes special education, transition planning, transition services, or related services through age 21 AND
- The student is enrolled in one or more of the following:
 - Accelerated college credit instruction (dual enrollment and early admission, advanced placement, and credit by examination)



- Industry certification courses that could lead to articulated college credit (check with the Career Technical Education department for courses that apply)
- Collegiate high school program (International Baccalaureate program, or Advanced International Certificate of Education program)
- Courses necessary to satisfy the Scholar designation requirements (the scholar designation requires satisfactory completion of additional academic courses and assessments; see fldoe.org for additional information)
- A structured work-study program (any program that is designed to prepare the student for employment), internship, or pre-apprenticeship program (for students who are at least 16 years old).

Services

ESE Services and the Provision of FAPE

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

Extended School Year Services

Extended School Year (ESY) services are special education and related services that are provided to ESE students beyond the normal 180-day school year. The determination of the need for ESY is a data-based decision made by the IEP team in order to ensure the student receives a free and appropriate public education (FAPE).

The criteria used to determine ESY services include but are not limited to regression and recoupment, critical points of instruction, emerging skills, nature or severity of the disability, interfering behaviors, rate of progress, or special circumstances. The IEP team will review all available student assessment data, IEP goal progress data, parent and teacher observations, student performance after previous breaks from school, and a variety of other student-specific data in order to help determine the student's need for ESY.

The IEP team has the flexibility to determine when an individual student needs ESY services. The district may provide ESY services to a student with a disability during the summer or at times other than the summer during the school year, such as before and after regular school hours or during any school break, if it is determined by the IEP team that the student requires ESY services during those time periods in order to receive FAPE.

ESY services may be provided as school-based instruction with related services, computer-assisted programs, take-home instructional materials with consultation support, related services, and other methods determined by the IEP team to address the student's individualized needs.

The IEP team must determine at least annually if ESY services are necessary. ESY is not intended to provide education beyond that which has been determined necessary by the IEP team to ensure FAPE. Also, the school district will not limit the provision of ESY services to particular categories of disabilities or unilaterally limit the type, amount, or duration of the services. [Rule](#)



[6A-6.03028\(3\)\(g\)11.b., F.A.C.](#) Determinations concerning the duration, frequency, and type of ESY services will be individualized and documented on the student's IEP.

Section 504

Section 504 Eligibility Determination

[Section 504 of the Rehabilitation Act of 1973](#) is a national law that protects qualified individuals from discrimination based on their disability. In order to become eligible under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

The Section 504 Team, consisting of parents, teachers, and other staff members, will meet to discuss all relevant information and acquired data about the student to consider whether the student has a disability that substantially limits a major life activity. Should the student be determined to be eligible under Section 504, the team will then consider need based supports and mitigating factors to determine the need for and, if necessary, design an accommodation plan that provides equal participation and opportunity for access for the disabled student. Section 504 accommodations are intended to provide access to educational opportunities, not to provide the student with an advantage over their non-disabled peers.. The [Clay County District Schools Section 504 Guide](#) provides more detailed information and implementation guidelines.

Accommodations for ESE & Section 504

Classroom Accommodations for Section 504 and ESE

Students eligible for ESE or 504 plans should receive classroom accommodations as listed in their IEP or 504 Plan. Accommodations are implemented in all general education courses, Career and Technical Education (CTE) courses, and programs of study as needed to assure students the opportunity to meet requirements for course completion and high school graduation requirements for a standard diploma. The appropriate accommodations will be determined based on the assessed needs of the student and will be reflected in his/her IEP or 504 plan. Accommodations to these courses will not include modifications to the student performance standards.

District and Statewide Assessment Accommodations

Allowable district and state-standardized assessment accommodations should be considered by the IEP or 504 plan team at annual reviews. Note that only allowable accommodations approved by any specified standardized assessments are permissible. Parents and students should be made aware that there may be accommodations used in the classroom that are not permissible on standardized assessments.

Teachers are to use appropriate testing accommodations, identified on the IEP or 504 plan, for eligible students in all situations.



Gifted

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

- The student demonstrates
 - The need for a special program.
 - A majority of the characteristics of gifted students are according to a standard scale or checklist.
 - Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence.
- The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in [Rule 6A-6.03019, F.A.C.](#), as students with limited English proficiency or students from low socio-economic status families.

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

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

The EP drives the gifted service; students must attend the gifted class, or receive the gifted services, as they do any other required instruction. Participation in gifted classes cannot be used as a reward.

- The Educational Plan identifies the amount of time a student receives instruction with the gifted teacher. If any changes are needed to the EP, individual EP meetings must be held (including the parent/guardian) to address the changes. The changes must be described in the Present Level of Educational Performance.
- Students who attend gifted enrichment classes are responsible for concepts covered in their general education class. The general education teacher should try to schedule critical lectures, presentations of new material, and tests at a time when the gifted students are present. Any critical material covered when the gifted students are receiving their required gifted service will be provided to students upon their return to class.
- Students who are gifted attending an enrichment class are NOT required to make up classwork or homework missed while participating in activities with the gifted teacher. Additionally, missed classwork must not be assigned as homework. However, the students may be held responsible for key concepts covered during their absence.
- Middle school students who attend a gifted class for content instruction receive their grade for that subject from the gifted teacher.



- In order to be considered an ESE service, all gifted classes (enrichment classes at elementary school or gifted academic content courses at the junior high school) must be taught by a gifted endorsed teacher and the classes must be comprised of only students who are gifted.

Hospital Homebound

This program is available to K - 12 students and PreK Exceptional Student Education students who have 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 the hospital and demonstrate a need for specialized instruction. These students may continue their academic instruction in the home or in the hospital. Eligibility, placement, and program services are determined by members of an eligibility determination team meeting. The eligibility determination meeting is scheduled upon receipt of a Hospital/Homebound Request application, which is completed by parent/guardian(s) as well as by a licensed Florida physician or psychiatrist, 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 licensed physician must certify:

- 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 due to a chronic condition for at least 15 school days; and
- That the student is confined to home or hospital; and
- That the student will be able to participate in and benefit from an instructional program; and
- That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
- 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.

The Request for the Hospital/Homebound Instruction application can be obtained by contacting the ESE department at your child's school, or by contacting the Clay County ESE District Office Hospital/Homebound department.



**SCHOOL BOARD OF CLAY COUNTY, FLORIDA
APPROVAL TO ADVERTISE/NOTICE OF PUBLIC HEARING TO
APPROVE REVISIONS TO
STUDENT PROGRESSION PLAN**

Approval to Advertise: The School Board of Clay County, Florida (“the Board”) approves the advertisement of revisions to Student Progression Plan.

Purpose & Effect: The proposed amendments are intended to simplify, update, and ensure alignment of School Board Policies with state law, federal law, State Board of Education Rules, and other applicable rules and regulations.

Access to Text of Proposed Amendments: The full text of the proposed revisions to Student Progression Plan is available for inspection and copying by the public in the Office of the Superintendent for Clay County District Schools, located at 900 Walnut Street, Green Cove Springs, Florida 32043. The full text is also available via the School District’s website at www.oneclay.net under the School Board Meeting Links, School Board Agendas - June 6, 2024. The Superintendent is authorized to correct technical errors in grammar, numbering, section designations, and cross-references as may be necessary to reflect the intention of such Policy amendments.

Rule Making Authority: The Board is authorized to adopt revisions to Student Progression Plan under sections 120.54, 1001.31, and 1001.32 of the Florida Statutes.

Laws Implemented: The laws implemented by the above-referenced policy revisions are noted under each section of the Policy.

Person(s) Originating Policy Changes: The proposed policy was originated by the Superintendent and his designee(s) in collaboration with the School Board Attorney.

Public Hearing: The Board intends to formally adopt proposed revisions to Student Progression Plan following a public hearing. ***The public hearing shall be held on Thursday, August 1, 2024,*** 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.

June 6, 2024 - Regular School Board Meeting

Title

C8 - 2024-2025 Interagency Agreement Between the School Board of Clay County, Florida and the Department of Military Affairs, State of Florida

Description

A collaborative agreement between the National Guard (Department of Military Affairs) and the School Board of Clay County for the purpose of providing an alternative educational environment for students from across the state of Florida. The 2024-2025 agreement allows for the continuation of a long-standing relationship between the two organizations (since 2011). Students from all 67 districts are eligible to attend FLYCA to either obtain a GED, participate in credit recovery courses (k-12), and/or obtain a high school diploma. This agreement outlines the roles and responsibilities of the two organizations.

Gap Analysis

Through the intentional work and collaboration of the two organizations, Florida Youth Challenge Academy averages over 150 graduates per year. The program seeks to increase the passage rate each year of the GED candidates and allows Track 1 students the ability to earn credit recovery opportunities in order to move toward earning a high school diploma upon return to the home school. For the vast majority of cadets, the program at FLYCA is key to dropout prevention.

Previous Outcomes

During the 2024-2024 program year, Track 2 students have earned 91 diplomas, with 45 scheduled to take the final assessments before the program end date in June. Individual exam completion rates thus far are: RLA 60%, Math 50%, Social Studies 61%, Science 71%. Track 1 cadets have recovered/earned a total of 167 high school credits utilizing the Edgenuity Software program. During the 2023-2024 program year, 166 individual certifications were awarded to FLYCA cadets in the Microsoft Office platform, with 16 students awarded Microsoft Office Specialist.

Expected Outcomes

Track 1 cadets entering the program will continue to earn credit recovery grades in order to pursue a high school diploma upon their return to home schools. The goal is for each Track 1 cadet to earn 3 high school credits or more while attending FLYCA. Track 2 students are given the opportunity for extensive GED preparation in just over 5 months residency at Camp Blanding, with the end goal of 70% pass rate for each of the 4 sections of the GED. The retention goal of all students entering the program at FLYCA is 80%.

Strategic Plan Goal

Goal 1: Engage all students to attain the necessary skills and knowledge to be future-ready graduates.
 Strategy 1.3: Graduate students who are ready to enroll, enlist, or be employed in the workforce.

Recommendation

Approval of the 2024-2025 Interagency Agreement.

Contact

Kristin Rousseau, Supervisory of Adult and Community Education, kristin.rousseau@myoneclay.net
 Roger Daily, Chief Academic Officer, roger.dailey@myoneclay.net

Financial Impact

\$575,000 will be paid by FLYCA to the District along with FTE/Workforce generated funds.

Review Comments

Attachments

[240179 Fl Youth Challenge \(1\).pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 240179

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

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

Must Have Board Approval over \$100,000.00

Date Submitted: 5/10/24

Name of Contract Initiator: Kristin Rousseau

Telephone #: 904.336.4467

School/Dept Submitting Contract: Florida Youth Challenge Academy

Cost Center # 0020

Vendor Name: The Department of Military Affairs, State of Florida

Contract Title: Interagency Agreement: School Board of Clay County and the Department of Military Affairs

Contract Type: New Renewal Amendment Extension Previous Year Contract # 230143

Contract Term: 1Year 7/1/2024 - 6/30/2025

Renewal Option(s): Yearly

Contract Cost: \$575,000 (Paid by Department of Military Affairs)

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line # _____

Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

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

____ SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, this Statement MUST be included in the body of the contract.

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

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

____ Release and Hold Harmless (If Applicable)

RECEIVED

By Elaine at 2:40 pm, May 10, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	Same Agreement as previous years.
Review Date REVIEWED <i>By Bertha Staefe at 4:51 pm, May 15, 2024</i>	
School Board Attorney JPS	Approved.
Review Date 5/21	
Other Dept. as Necessary	
Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

FISCAL YEAR 2024-25
INTERAGENCY AGREEMENT BETWEEN
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA

AND

THE DEPARTMENT OF MILITARY AFFAIRS, STATE OF FLORIDA

THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA (hereafter referred to as "School Board"), and THE DEPARTMENT OF MILITARY AFFAIRS, STATE OF FLORIDA (hereafter referred to as "DMA"), enter into this Agreement to facilitate the delivery of an educational component to the benefit of Cadets at the Florida Youth Challenge Academy. This program is congressionally authorized, is based on a national model implemented in numerous states, and is operated by the Department of Defense through the National Guard Bureau and the participating states. The Florida program is conducted at the Camp Blanding Joint Training Center located in Clay County, Florida, and is named the Florida Youth Challenge Academy (hereafter referred to as "FLYCA"). The primary objective of this program is to provide a highly disciplined and motivational environment, free from outside distractions, which fosters academics, leadership development, personal growth, self-esteem, and physical fitness for qualifying at-risk high school dropouts. Participants in the program are young men and women 16 but not over 18 years of age upon entry into the Residential Phase of the program. Individuals must be: high school dropouts for at least 30 days (but not over 2 years); citizens or legal residents of the State of Florida and the United States; unemployed or underemployed, drug free, mentally and physically capable of completing the program; not charged, under indictment, awaiting sentencing, nor convicted of a felony, and not on probation, nor parole for other than juvenile offenses. Participation in this program is voluntary.

This Agreement represents collaboration between the SCHOOL BOARD of CLAY COUNTY and the DEPARTMENT OF MILITARY AFFAIRS serving both agencies' objectives to improve their communities and promote public safety. All funds expended pursuant to this agreement will be in compliance with state and federal laws governing these funds. The specific terms and conditions of this Agreement are as follows:

1. EFFECTIVE DATE

The terms of this Agreement shall begin on July 1, 2024 and shall end on June 30, 2025. This Agreement may be renewed annually for a similar term, upon written approval of the parties. Prior to renewal of said Agreement, the parties will confer regarding the number of instructional days required, projected number of participants, instructional support anticipated, and any other issues related to this Agreement.

2. FUNDING

The terms of this Agreement shall be subject to School Board of Clay County School receiving the monies generated by the Full Time Equivalent (FTE) for Track 1 students and additional funds, in the amount of \$575,000 from DMA for services provided in support of Track 2 (Adult Basic Education (ABE), General Education Development (GED) and Vocational students.

3. SCHOOL BOARD DUTIES/DELIVERABLES INCLUDE, BUT ARE NOT LIMITED TO:
- a. Providing appropriate instructional staff, curriculum materials and equipment to meet the needs of FLYCA Cadets enrolled in the High School Credit Recovery Program.
 - b. Assisting, within the scope of its ability, FLYCA recruiting efforts for the K-12 High School Credit Recovery program, in support of reaching a target enrollment goal of 120 students for the 2024-25 school year.
 - c. Providing appropriate staff as needed, curriculum materials and equipment to meet the needs of FLYCA Cadets enrolled in the Adult Basic Education program of instruction.
 - d. Providing appropriate staff as needed, curriculum materials and equipment to meet the needs of FLYCA Cadets enrolled in the General Education Development (GED) program of instruction.
 - e. Providing appropriate staff as needed, curriculum materials and equipment to meet the needs of FLYCA Cadets enrolled in the vocational programs:
 - (1) Horticulture
 - (2) Microsoft Office Certification
 - f. Providing Clay County/DOE required education planning for each Cadet with FLYCA.
 - g. Providing supervision and evaluation of staff in consultation with FLYCA leadership.
 - h. Providing FLYCA Director will meet and interview with prospective new staff members prior to their assignment to FLYCA Academic Program.
 - i. Consulting with FLYCA leadership in the development, evaluations, monitoring of the curriculum, class schedules and budgetary requirements.
 - j. Allowing FLYCA staff access to permanent student records.
 - k. Sharing of information for required reports to FLYCA and government agencies (local, state and federal).
 - l. Providing one data entry clerk for FOCUS (a State reporting system) and CAIRS (a Federal reporting system) requirements.
 - m. Preparing memorandums of understanding/agreement (MOU/MOA) and/or interagency agreements (IA) between the School Board and Department of Education and/or Department of Children and Families (DCF), Department of Juvenile Justice (DJJ) to meet procedural and statutory requirements.

- n. Ensuring staff members participate in FLYCA scheduled student programming/progress review sessions that occur during the contracted hours of employment.
 - o. Maintaining student records for a period of three years. Access to these records will be available to FLYCA leadership.
4. DEPARTMENT OF MILITARY AFFAIRS DUTIES INCLUDE, BUT ARE NOT LIMITED TO:
- a. Providing general assistance to the School District with issues related to FLYCA.
 - b. Coordinating with the School Board in the development of plans for the operation, coordination, and evaluation of FLYCA to meet DOE, DCF and/or DJJ statutory requirements.
 - c. Providing appropriate classroom and office space for educational staff members at no cost to the School Board.
 - d. Handling of all student disciplinary problems within FLYCA.
 - e. Providing basic health services to the students through employment or contracting of a licensed nurse or nurse practitioner.
 - f. Providing food service to the students (at no cost to the students) during each 22-week residential phase.
5. FINANCIAL PROVISIONS & CONSEQUENCES
- a. Fiscal Agency: The DMA shall be the fiscal agency for FLYCA. The School Board shall be the fiscal agent for all revenues generated through FEFP, grants, etc., which are received for the purpose of operation of FLYCA's educational component.
 - b. Accounting: The School Board shall account for all revenue and expenditures in the manner required by the Florida Department of Education and/or United States Department of Education. In addition, the School board shall comply with any required FLYCA reporting requirements.
 - c. Expenditures: The School Board expenditures, in support of Cadets enrolled in the FLYCA programs identified in 3c. through 3e. above, shall be documented as necessary to provide a full accounting of the expenditure of funds provided by the State legislature and DMA, identified in paragraph 2, in support of FLYCA programs.

- d. Agreement Payables: The School Board expenditures, in support of FLYCA Cadets enrolled in the academic and vocational tracks (3c. through 3e.), shall be compensated through quarterly invoice billings (due to DMA by 30 Sept 2024, 31 Dec 2024, 31 Mar 2025, 30 June 2025) with a total cost not to exceed \$575,000, during the life of the agreement.
- e. Invoice Submission: Invoices shall be submitted to the Contract Manager along with required supporting documentation in accordance with the above quarterly billing schedule.
- f. Consequences: In the event the School Board fails to meet the minimum level of service identified in section 3 of this Agreement, after being notified by DMA of the deficient services for the purpose of remedying any issues, DMA will not pay invoices until the service is satisfactorily provided and/or completed.

6. Staff:

- a. Employment: Staff are subject to the policies and administrative regulations as per their agreement.
- b. Supervision: The School Board shall, in consultation with the DMA provide supervision of the staff. The School District's supervisor shall be responsible for the evaluation of the performance of the staff assigned to the program under the terms of this Agreement. Continuous daily on-site evaluation is not necessary.
- c. Special Event Attendance: Staff shall attend key FLYCA special events within the term of their contract days and the Family Day event each class.
- d. Complaints: The DMA agrees to promptly transmit to the Principal, verbally and in writing, any and all complaints of performance or misconduct pertaining to any of the School District administered staff assigned to FLYCA.

7. TERMINATION:

Any party to this Agreement may terminate this Agreement for any reason without further liability to the party by giving the other party written notice by first class mail no later than sixty (60) days prior to the end of the FLYCA school year. Such termination shall become effective at the end of the school year.

8. SUBCONTRACTING:

The School Board may enter into a subcontract for the purpose of fulfilling this Agreement without prior written permission of the DMA. The School Board shall ensure that the subcontractor will comply with all provisions of this Agreement. Subcontracting out some

portions of the School Board's obligations under this Agreement shall in no way release the School Board from its obligation to perform that or any portion of this Agreement or in any way diminish its responsibility thereto. Any purported assignment or subcontracting in violation of this provision shall be null and void.

9. SCHOOL DISTRICT'S LIABILITY INSURANCE:

The School Board shall purchase and maintain such insurance or provide evidence of self-insurance as will protect it from claims set forth below which may arise out of a result from the School District's operations under this Agreement, whether such operations by itself or by any contractor or by anyone directly or indirectly employed by any of them or by anyone for whose acts any of them may be liable:

- a. Claims under workers' disability compensation, disability benefit and other employee benefit act.
- b. Claims for damages because of bodily injury, occupational sickness or disease of its employees.
- c. Claims for damages because of injury, occupational sickness or disease, or death of any person other than its employees, subject to the limits of liability required by law for each occurrence and, when applicable, by law for the annual aggregate for non-automobile hazards and as required by law for automobile hazards.
- d. Claims for damages because of injury to or destruction of tangible property, including loss of use resulting there from, subject to a limit liability required by law for each occurrence for non-automobile hazards and as required by law for automobile hazards.
- e. The insurance shall be written for the same limits of liability currently purchased by or in force for THE SCHOOL BOARD or as required by law.

10. LIABILITY:

All liability losses, or damages resulting from claims, demands, costs or judgments arising out of personal and/or bodily injuries or property damage resulting from acts, omissions or negligence of the School Board, its officers or employees, in carrying out the obligations of the School Board under this Agreement shall be the responsibility of the School Board and not the DMA. It is, however, expressly understood and agreed that nothing herein shall be construed as a waiver of any governmental immunity that the School Board has as provided by statute or modified by court decisions, which immunity shall be asserted to the maximum extent possible.

By entering into this Agreement, neither the DMA nor its agencies waive any immunity defenses that may be extended to it by operation of the law, including imitations on the amount of damages that may be awarded or paid.

11. RELATIONSHIP OF PARTIES:

The relationship between the DMA and the School Board is that of an independent contractor. No agent or employee of the School Board, the School District or any of its subcontractors shall be or shall be deemed to be an agent or employee, of the DMA for any reason and vice versa. The School Board will be solely and entirely responsible for its acts and the acts of its agents, employees, or servants and subcontractors during the performance of this Agreement and likewise for the DMA.

All parties hereto shall have the right at all times to enforce the provisions of this Agreement in strict accordance with the terms hereof, notwithstanding any conduct or custom on the part of such party in refraining from doing so at any time. The failure of any party at any time to enforce its rights under such provisions strictly in accordance of the same shall not be construed as creating a custom in any way or manner contrary to specific provisions of this Agreement or as having in any way or manner modified or waived the same. All rights and remedies of the respective parties hereto are cumulative and concurrent and the exercise of one right or remedy shall not be deemed a waiver or release of any other right or remedy.

12. FINANCIAL RECORD REQUIREMENTS:

The DMA and School Board shall maintain and retain all records in support of reported expenditures and shall make such records available for public review or financial audits as may be requested. Records shall include books, documents and other evidence including, but not limited to, vouchers, bills, invoices, requests for payment and other documentation which according to generally accepted governmental accounting principles, procedures and practices sufficiently and properly document all program costs expended in the performance of this Agreement. Such records shall be maintained for a minimum of five (5) years after termination of this Agreement, or if an audit has been initiated and audit findings have not been resolved at the end of five (5) years, the records shall be retained until resolution of the audit findings or any litigation which may be based on the terms of this Agreement. The aforesaid records and other evidence shall be subject at all times to inspection, review, or audit by state or federal auditors, the State Comptroller, or other personnel authorized upon request.

13. AUDITS:

THE SCHOOL BOARD shall be responsible for responding to any audit inquiries or audit findings identifying revenues or expenditures regarding FTE funding specified for the education

component of FLYCA. Audit records shall be kept on file for ten (10) years. In accordance with 20.055 (5) FS, "It is the duty of every state officer, employee, agency, special district, board, commission, contractor, and subcontractor to cooperate with the inspector general in any investigation, audit, inspection, review, or hearing pursuant to this section. Beginning July 2, 2015, each contract, bid, proposal, and application or solicitation for a contract shall contain a statement that the corporation, partnership, or person understands and will comply with this subsection."

14. NOTICES:

Each party to the Agreement shall appoint a Contract Administrator/contract Manager. It is expressly agreed and understood that these contact persons shall have no authority to legally bind the DMA and School Board. All notices must be given in writing and shall be deemed given when delivered to or deposited in the mail via certified mail/return receipt requested to the contact persons. All reports, billings, and correspondence to the respective parties to the Agreement shall also be sent to the contact persons.

Lene' Haney, Contract Manager
Department of Military Affairs
82 Marine Street
St. Augustine, FL 32084
Telephone: (904) 823-0242
Email: lene.b.haney.nfg@mail.mil

This Agreement incorporates all the agreements, covenants, negotiations, and understandings between the parties hereto concerning the subject matter hereof. No prior agreement or understanding, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this Agreement or modified with the consent of all parties hereto, which consent must be evidenced by an instrument in writing executed by all parties or their respective successors or permitted assigns.

15. CERTIFICATION

By executing this Agreement, THE FLORIDA DEPARTMENT OF MILITARY AFFAIRS certifies that expenditures made of funds transferred pursuant to this Agreement are allowable.

IN WITNESS WHEREOF, the parties have caused their hand to be set to this Agreement written by the respective authorized officials thereto.

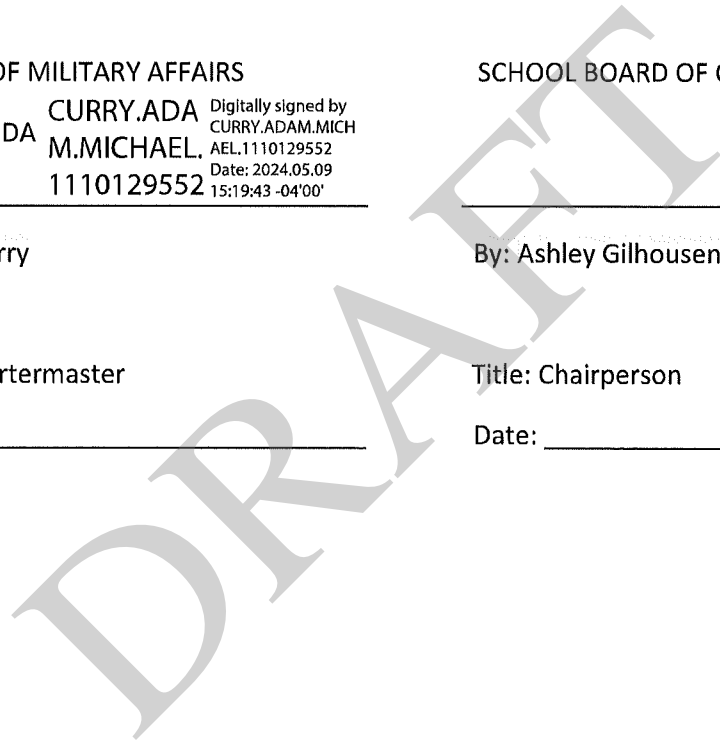
DEPARTMENT OF MILITARY AFFAIRS
STATE OF FLORIDA
CURRY, ADA M. MICHAEL
1110129552

Digitally signed by
CURRY.ADAM.MICH
AEL.1110129552
Date: 2024.05.09
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SCHOOL BOARD OF CLAY COUNTY, FLORIDA

By: Adam M Curry
COL
Title: State Quartermaster
Date: _____

By: Ashley Gilhousen
Title: Chairperson
Date: _____



June 6, 2024 - Regular School Board Meeting

Title

C9 - 2024-2025 Dual Enrollment Articulation Agreement Between School Board of Clay County and St. Johns River State College (SJRSC)

Description

A collaborative agreement between the St. Johns River State College and SBCC for Dual Enrollment purposes. The 2024-25 agreement allows for the continuation of a longstanding relationship between the two organizations. This agreement allows Clay County students to enroll in dual enrollment college courses on the campuses of SJRSC and on each high school site. This agreement outlines policies pertaining to Dual Enrollment and the roles and responsibilities of each entity.

Gap Analysis

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

Previous Outcomes

Clay County has had a positive working relationship with SJRSC for many years and the agreement benefits the students of the District by allowing them to earn both college credits and high school credits simultaneously. Thousands of students have earned these dual credits over the years, thus, allowing students to accelerate their postsecondary work and to save parents/families money.

Expected Outcomes

Clay County students will continue to receive college-level courses on the high school sites and on the SJRSC campus and to inform students of this opportunity. It is expected that the total number of credit hours earned will continue to increase as more students take advantage of the Dual Enrollment program and earn college level credits.

Strategic Plan Goal

Goal 1: Engage all students to attain the necessary skills and knowledge to be future-ready graduates.
Strategy 1.3: Graduate students who are ready to enroll, enlist, or be employed in the workforce.

Recommendation

That the Clay County School Board approve the 2024-2025 Dual Enrollment Articulation Agreement Between Clay County School District and the District Board of Trusees of St. Johns River State College

Contact

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

Financial Impact

\$600,000.00 based on 23-24 enrollment (100.5100730.9007.0000.0000)

Review Comments

Attachments

[240175 St. Johns River State College Dual 2025.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 240175
 Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:
6/6/2024
 WHEN BOARD APPROVAL IS REQUIRED DO
 NOT PLACE ITEM ON AGENDA UNTIL
 REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: 5/7/24

Name of Contract Initiator: Treasure Pickett Telephone #: 904-336-6918

School/Dept Submitting Contract: K12 Academic Services Cost Center # 9007

Vendor Name: St. Johns River State College

Contract Title: Dual Enrollment Articulation Agreement

Contract Type: New Renewal Amendment Extension Previous Year Contract # 230184

Contract Term: 1 year 8/1/2024 - 7/31/2025 Renewal Option(s):

Contract Cost: 600,000.00 based on 23-24 enrollment

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
 Funding Source: Budget Line # 100.5100730.9007.0000.0000.000.0
 Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

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

____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
 COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
 General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.
 Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
 Workers' Compensation = \$100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

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

____ Release and Hold Harmless (If Applicable)

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	<u>Educational Services via State College</u>
Review Date	_____
School Board Attorney	_____
Review Date	_____
Other Dept. as Necessary	_____
Review Date	_____

PENDING STATUS: YES NO **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS _____ DATE: _____

**2024-2025 Dual Enrollment Articulation Agreement Between the
Clay County School District and the
District Board of Trustees of St. Johns River State College**

Section 1007.271 (21), Florida Statutes, specifies the development of the Dual Enrollment Articulation Agreements between the state college presidents and the superintendents of schools within their respective state college districts for the purpose of providing a primary framework within which all future Dual Enrollment objectives and activities shall be described. The Clay County School District hereinafter referred to as CCSD, and the District Board of Trustees of St. Johns River State College, hereinafter called SJR State, desire to implement the above statute and have, therefore, established an articulation committee with representation from CCSD and SJR State. Each year, this articulation committee will review this agreement and the performance of parties hereunder in order to assure both parties that it continues to serve their mutual interest.

Committee members shall include:

- Appointed CCSD Representative, Clay County School District (Co-Chair)
- Vice President for Academic and Student Affairs, SJR State (Co-Chair)
- Associate Vice President for Workforce Education, SJR State
- Associate Vice President for Academic Affairs, SJR State
- Director of Dual Enrollment, SJR State
- Director of Career Education (if applicable), CCSD
- Appointed CCSD Representative

The term of this agreement shall commence August 1, 2024, and end July 31, 2025. Either party may cancel this agreement upon thirty (30) days written notice should the other party fail substantially to perform in accord with its terms through no fault of the party initiating the termination. This agreement may be amended only by written communication signed by the Superintendent of the Clay County School District and the President of St. Johns River State College.

CCSD and SJR State agree as follows:

1. **Ratification of articulation agreements between the State college and school district:** This agreement replaces any existing agreement with CCSD and SJR State regarding the Dual Enrollment Articulation Agreement.
2. **Parent and student notification process about student participation in the Dual Enrollment program:** CCSD and SJR State will work collaboratively to notify eligible students and their parents of Dual Enrollment acceleration mechanisms. CCSD shall inform all eligible secondary students and their parents of Dual Enrollment as an educational option and mechanism for acceleration, including eligibility criteria, and the process by which students exercise their option to participate in Dual Enrollment. This information shall be included annually in each high school's curriculum guide, programs of study, student progression plan, and/or course catalog. SJR State will work with CCSD to provide information for their curriculum guides/progression plans/course catalogs, will coordinate inquiries to SJR State from parents and students with school counseling staff, and will communicate directly with parents and students about Dual Enrollment options as appropriate. Additionally, SJR State's Director of Dual Enrollment will host annual Information Sessions for potential Dual Enrollment students and parents.

3. **Programs and courses available to students eligible for Dual Enrollment:**

A. Program Description: Dual Enrollment, an articulated mechanism between CCSD and SJR State, shall serve to shorten the time necessary for students to complete the requirements associated with the conferral of a degree, broaden the scope of curricular options available to students, and/or obtain opportunities for completing career/technical programs. Section 1007.271, Florida Statutes, establishes that “the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree” (Section 1007.271(1), F.S.). “Early admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree” (Section 1007.271(7), F.S.). “Career early admission is a form of career Dual Enrollment through which eligible secondary students enroll full time in a career center or a state college in courses that are creditable toward the high school diploma and the certificate or associate degree” (Section 1007.271(8), F.S.). Students enrolled as Dual Enrollment, early admission, or career early admission shall be exempt from the payment of registration, tuition, and laboratory fees. Students enrolled as Dual Enrollment, early admission, and career early admission will be eligible to participate in both high school and College activities as appropriate including graduation and other extracurricular activities.

B. Course Offerings: Dual Enrollment college credit courses are recommended to the State Board of Education by the State Articulation Coordinating Committee as meeting high school graduation requirements. The *Dual Enrollment Course -- High School Subject Area Equivalency List* states the relationship between high school and college course subject areas and dictates the awarding of credit for said classes (available online at <https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stm>). All courses in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, can be used for Dual Enrollment credit and count toward high school graduation, including electives. These courses may include but are not limited to communications, humanities, mathematics, science, social sciences, foreign languages, and workforce education courses. Physical education, college preparatory, and non-credit courses in addition to courses within selected limited access programs are excluded from this agreement, as are courses with activities that presume an adult-level of maturity and personal responsibility such as study abroad. Neither traditional high school nor dual enrolled high school students may be permitted to pay to take any college courses, including physical education or college preparatory classes. In addition to the A.A. and A.S. degrees, career and technical certificate programs are available to students eligible for Dual Enrollment. Dual enrolled students must be A.A., A.S. Degree or CTC certificate seeking students.

C. High School Site Dual Enrollment courses: CCSD’s Principals or CCSD’s Dual Enrollment contact must contact the Dual Enrollment Office with any known extended, planned or unplanned medical or other leave of the Dual Enrollment teacher immediately upon knowing of the absence. High school site Dual Enrollment courses must meet the required contact hours of the specific course requirement in a consecutive manner. In addition, no course material is to be covered and grades are only to be assigned by the Dual Enrollment teacher or by an SJR State approved substitute who meets the appropriate credentials of an SJR State faculty member. (This only applies if CCSD offers Dual Enrollment high school site courses).

4. **Process for students and their parents to elect to participate in the Dual Enrollment program:**

A. Application Procedure: In order to participate in Dual Enrollment at SJR State, Dual Enrollment eligible high school students will be required to first meet with their school counselor to receive and complete the Dual Enrollment Admission Application (online application). The completed Dual Enrollment Admission Application online verification form (students print this form at the conclusion of the online admissions application) and a copy of official test scores must be submitted, with all necessary signatures, to the high school Dual Enrollment counselor by the posted Dual Enrollment deadline. The school counselor will confirm that the student has the appropriate class standing, P.E.R.T., React, ACT, PSAT or SAT test scores (or any other form of alternative placement, Appendix 9) and

GPA to be eligible for Dual Enrollment prior to forwarding the application to SJR State. Students who do not have a social security number will need to use the paper Dual Enrollment Admissions Application (Appendix 1).

B. Career and Technical Certificate (CTC) Application Procedure: CTC programs are limited access with unique admission requirements. Students must meet specific criteria with the academic department before enrollment. The application and registration procedure are amended to ensure a review of the student's qualifications as they pertain to meeting these criteria. Admission criteria for each CTC program may be found in the College catalog. CTC programs require a mandatory orientation facilitated by the academic department so that students may be provided with the additional admission requirements and due dates associated with on the job training components of CTC programs (i.e. physical exam). It is within the discretion of CCSD to assign Career and Technical Education program staff to assist with the responsibilities of disseminating and collecting Dual Enrollment applications and supporting documentation needed to fulfill the CTC admission requirements addressed during this orientation. The maximum course load for a CTC student is the required sequence of courses in the CTC program.

C. Acknowledgement of Principles of Participation: By signing the online admissions application, students selected for participation in Dual Enrollment and their parents both agree to the *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* (available online on the SJR State's Dual Enrollment webpage at https://www.sjrstate.edu/pdfs/Principles_Participation.pdf). Students also have the ability to print out the Principles of Participation at the conclusion of the online admission application. This document should be retained by the student.

D. Registration Process: The Dual Enrollment student meets with their high school's Dual Enrollment contact to initiate the registration process as well as receive approval to any changes in their Dual Enrollment schedule, in order to safeguard the meeting of high school graduation requirements. The student must submit the paper Dual Enrollment registration form (Appendix 4) so the high school's Dual Enrollment contact can approve it.

E. Disabilities Accommodation: Students will need to contact SJR State's Advising Center to register for accommodations. The student has the responsibility to self-identify to the appropriate College personnel.

F. Schedule Changes: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all schedule change requests with their school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Office of Dual Enrollment for processing (Appendix 5). All schedule changes must be completed by the College's published add/drop deadline.

G. Withdrawing from a Course: In order to ensure high school graduation is not compromised, Dual Enrollment students must coordinate all course withdrawal requests with their school counselor. The school counselor will then submit the necessary paperwork on the student's behalf to the Dual Enrollment Office for processing (Appendix 6). All withdrawals must be completed by the College's withdrawal deadline. Dual Enrollment students who earn a "W" by withdrawing from a course will be subject to dismissal from the Dual Enrollment program. Students will be withdrawn from both a lecture and a lab when they are taken as co-requisites. CTC withdrawal deadlines are different from those posted in the academic calendar. Students are informed of these dates during required program orientations or on the first day of class. Students who withdraw or receive a D or F in a course must first complete the petition process with the Dual Enrollment Office before they are permitted to register for additional courses.

H. Maximum Course Load: The student should work closely with an academic advisor to work out a course load that can be successfully completed each term. Early admission Dual Enrollment students must take a minimum of twelve (12) and a maximum of sixteen (16) Dual Enrollment credit hours each fall and spring term; additional hours would require approval of a written request.

I. Weighting of Dual Enrollment: CCSD will “weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated” (Section 1007.271, F.S.).

J. Final Course Grades: At the end of the semester after grades are posted, the Dual Enrollment Office will transmit students’ final course grades to the school counselors. Students may view their final course grades through SJR State’s online portal by logging into their account and selecting “View Grades”.

K. High School Site Dual Enrollment Grades: For both fall and spring semesters, high school site Dual Enrollment teachers will submit their grades via MySJRstate portal. Fall semester grades must be submitted into the MySJRstate portal by 11:59pm on December 16, 2024, and Spring semester grades must be submitted into MySJRstate portal by 11:59pm on April 28, 2025.

L. College Academic Calendar: Dual Enrollment students are required to adhere to SJR State’s Academic Calendar and attend all regularly scheduled classes, regardless of any conflicts with high school holidays, extracurricular activities, and sports. SJR State’s Academic Calendar is available in the College Catalog and also posted online at <https://www.sjrstate.edu/academcal> .

M. Grade Forgiveness: Students may not repeat Dual Enrollment courses that they earned a “W”, “D”, or “F” (unless granted permission through the Dual Enrollment petition process). All grades including “W” for withdrawal will become part of the student’s permanent record. SJR State’s grade forgiveness policy is that the last grade recorded for a course will be used to calculate the student’s SJR State cumulative GPA. Students will only be granted one Dual Enrollment petition while enrolled in SJR State’s Dual Enrollment program.

5. Student eligibility requirements for participation in the Dual Enrollment program:

A. Eligibility Criteria for Student Participation in Dual Enrollment: Students eligible for Dual Enrollment must be an eligible secondary student with an unweighted high school GPA of 3.0 and demonstrate readiness for college coursework through scores on college placement tests. Early admissions students’ eligibility would be the same requirements for a Dual Enrollment student. Participation in career/vocational Dual Enrollment requires a 2.0 unweighted GPA. Students who are enrolled at their high school as 11th grade juniors or 12th grade seniors may enroll in SLS 1122 Academic Pathways for College Success with a 2.5 unweighted high school GPA. Dual Enrollment students will be required to complete the P.E.R.T., react, ACT, PSAT and/or SAT (or any other form of alternative placement, Appendix 9). No student shall be enrolled in a college credit mathematics or English Dual Enrollment course unless the student has demonstrated adequate precollegiate preparation on the appropriate sections of the P.E.R.T., precast, ACT, PSAT or SAT (or any other form of alternative placement, Appendix 9). High school students who do not meet the minimum class standing but who are enrolled in a career academy or are otherwise selected by their high school administration for participation in Dual Enrollment and meet the other minimum requirements may do so upon petition to SJR State’s Dual Enrollment Office by their school district. High school students not enrolled through the Dual Enrollment program shall not be permitted to take college level credit or vocational credit classes at SJR State under any circumstances or proviso.

B. Continued Eligibility of Student Participation in Dual Enrollment: Dual Enrollment students who earn below a “C” (including a “W” grade) in any Dual Enrollment course will be subject to dismissal from the Dual Enrollment program. Dual Enrollment students must maintain an unweighted cumulative high school GPA of 3.0 or higher and a

college GPA of 2.0 or higher to continue in the Dual Enrollment program. CTC Dual Enrollment students must maintain an unweighted cumulative high school GPA of 2.0 or higher to continue in the Dual Enrollment program and a college GPA of 2.0 or higher in order to continue in the Dual Enrollment program. Students who do not meet these minimum standards to continue in Dual Enrollment may contact the Dual Enrollment Office to learn about the petition process. Students not maintaining this standard are subject to dismissal from the Dual Enrollment program and will not be eligible for admission if this standard was not met at a previous college or university. Students who do not maintain satisfactory progress at the college will be placed on academic probation through the College's Records Department.

With SJR State's approval, dual enrollment students are allowed to repeat a course one time through Dual Enrollment. Third and subsequent attempts must be paid for by the student after completion of high school graduation and will be charged the full cost of instruction, which is roughly equivalent to out of state tuition. Although all course attempts are listed on the student's transcript, only the grade earned in the most recent attempt is calculated in the overall GPA at SJR State. If a student stops attending class, the grade earned, usually an F, is assigned and posted. Other institutions may not necessarily have the same grade forgiveness policy as SJR State, and other institutions may recalculate student GPA's or reassess eligibility for financial aid.

Pursuant to State Board of Education Rule 6A-14.064, students who have been identified as deficient in basic competencies in one of the areas of reading, writing, or mathematics as determined by one of the methods established by the Florida Department of Education (i.e. scores on the P.E.R.T, PreACT, A.C.T, PSAT or S.A.T.), shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies. A student that has accumulated twelve (12) college credit hours and has not yet demonstrated proficiency in one of the basic competency areas of reading, writing, or mathematics will be dismissed from the Dual Enrollment program until correction of all deficiencies. At the time of program dismissal, the student will be advised of the requirements for the associate in arts degree completion and state university admission requirements.

C. Loss of Eligibility in Dual Enrollment: Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual Enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

D. Graduating Seniors: Students who graduate prior to completion of the postsecondary course may not register for the course through Dual Enrollment. Graduating seniors who successfully participated in Dual Enrollment while in high school may be approved to register as traditional, fee-paying students in summer courses that begin prior to the award of their high school diploma after completion of a waiver process that originates in the Office of Student Affairs; however, financial aid will not be available to students until after their high school diploma has been conferred.

6. **Delineation of the high school credit earned for the passage of each Dual Enrollment course:**

Course Credit: Students enrolled in Dual Enrollment courses shall earn both high school credit from CCSD and college credit from SJR State if they meet the minimum requirements for satisfactory completion of such courses. Students who complete a three (3) or four (4) credit hour Dual Enrollment course at SJR State with a passing grade will earn at least one-half (1/2) elective credit towards the high school diploma and/or designated subject credit assigned by the *Dual Enrollment Course -- High School Subject Area Equivalency List as listed on the FLDOE webpage.*

7. **Process for informing students and their parents of college-level course expectations:**

During the application process, students selected for participation in Dual Enrollment and their parents agree to the

Principles of Participation for Dual Enrollment /Early Admission/Early College Program by signing the Admissions Form or Online Consent Page (available online on the SJR State Dual Enrollment webpage at https://www.sjrstate.edu/pdfs/Principles_Participation.pdf and Appendix 2). This document is also available for print at the conclusion of the online admissions application. The *Principles of Participation for Dual Enrollment /Early Admission/Early College Program* addresses the college-level course expectations as well as the fact that Dual Enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Additionally, SJR State's Director of Dual Enrollment will host annual Information Sessions for potential Dual Enrollment (also available online on the SJR State's Dual Enrollment webpage). During these information sessions, the college-level course expectations are presented. Each fall, SJR State's Director of Dual Enrollment hosts a Dual Enrollment Orientation for new Dual Enrollment students (also available online on the SJR State Dual Enrollment webpage). During these sessions, the differences between high school expectation and college expectations are detailed. Upon request, by the high school, the Dual Enrollment Office will present additional sessions throughout the year.

8. **Policies and procedures for determining exceptions to the required grade point averages on an individual student basis:** Section 1007.271(3), F.S. allows exceptions to the required GPA on an individual student basis if both parties agree. Students must submit a petition that must be approved by the appropriate high school personnel and College personnel. Student's coursework, college readiness, and other factors will be reviewed to determine if the student has the potential to be successful in the Dual Enrollment program. If a student is approved, the student will be placed on probationary status and may be limited in credit hours and course selection.
9. **Registration policies for Dual Enrollment courses:**
- A. Course Scheduling:* Section 1007.271(5), Florida Statutes, establishes that "District school boards shall annually assess the demand for Dual Enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to Dual Enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against Dual Enrollment courses is prohibited." So as to implement the above statute, CCSD and SJR State will work collaboratively to ensure students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses offered on the high school site, on SJR State's campuses, and/or offered through distance learning as appropriate. Students eligible for Dual Enrollment shall be permitted to enroll in Dual Enrollment courses conducted during school hours, after school hours, and during the summer terms.
- B. Registration Procedure:* After acceptance into the Dual Enrollment program, the student and high school Dual Enrollment contact will meet to fill out the course registration form (Appendix 4). The high school's Dual Enrollment contact will submit the Dual Enrollment registration form (Appendix 4) to the SJR State's Dual Enrollment Office. The Dual Enrollment Course Registration Form should be submitted as soon as possible, but no later than the posted Dual Enrollment deadline (<https://www.sjrstate.edu/dual.html> under Important Dates). During Dual Enrollment Registration, Dual Enrollment students taking courses on the College site will be required to log into MySJRstate, SJR State's online portal, to confirm their registration. Students registering for Dual Enrollment courses taught on the high school site will be registered at the beginning of the fall and spring semesters at the high school.
- C. Registration Policies for CTC Dual Enrollment courses:* The scheduling of CTC courses does not align with the traditional semesters and registration periods for college credit courses. CTC courses have start and end dates at various times throughout the academic year. If necessary, registration for CTC courses may occur during the first day of class rather than during the college credit Dual Enrollment registration periods in the high school. However, for course approval purposes, the course name, number, and section number can be provided to the district guidance staff and high school Dual Enrollment contact for use during these registration periods.

D. SLS 1122, Academic Pathways for College Success course: Beginning Fall 2024, students who have reached 12 credit hours through Dual Enrollment will be required to enroll in SLS 1122, Academic Pathways for College Success, the required student success course. This course serves as a requirement within the Associate in Arts degree.

10. Program Management and Quality Assurance:

A. Program Management: Dual Enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. To ensure that the Dual Enrollment program demonstrates the level of academic rigor expected of all college courses and programs, CCSD and SJR State's Dual Enrollment Program will adhere to the rules dictated in the *Statement of Standards of Dual Enrollment /Early College Programs in the Florida State College System* (available online at <https://www.fldoe.org/core/fileparse.php/7534/urlt/0107224-dualenrollmentstatementstandards.pdf>) that was codified in State Board of Education Rule 6A-14.064, FAC. CTC programs are limited access and the capacity is determined by the program requirements. Although Dual Enrollment faculty teaching college credit courses will have completed at least (18) graduate semester hours in the teaching discipline and hold at least a master's degree, teachers of CTC Dual Enrollment courses will have the credentials established by the Southern Association of Colleges and Schools Commission on Schools (SACSCOC) for each CTC level program area.

B. Enrollment capacity: Composition courses are limited to 25 students in each section. Science lectures and labs have a maximum of 24 students. All other Dual Enrollment courses are limited to 30 students per course section. High school site Dual Enrollment courses must reflect the seating capacity limits of the college courses taught at SJR State campuses. Any exceptions to section limitations will be handled on a case-by-case status as approved by the Dean of Arts and Sciences.

C. Dual Enrollment Instructors: Teachers of Dual Enrollment courses will have college teaching credentials established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Appropriate CCSD and SJR State staff shall meet and confer to recommend qualified faculty for Dual Enrollment classes taught on the high school site. Preference will be given to qualified high school teachers in the selection process. All instructors will meet or exceed the academic and professional preparation requirements for teaching at SJR State. All Dual Enrollment faculty will have completed at least eighteen (18) graduate semester hours in the teaching discipline and hold at least a master's degree. SJR State shall appoint all instructors.

D. Faculty Evaluation: SJR State will evaluate instruction and monitor student performance and student satisfaction in all Dual Enrollment classes using the same criteria for judging instructional quality as in effect in all classes offered at the College. To ensure course content, requirements, and evaluation components for Dual Enrollment courses taught on the high school site will be identical to those taught on SJR State's campuses, all SJR State's Dual Enrollment instructors will be assigned a curriculum coordinator and/or mentor from SJR State's full-time faculty. The assigned SJR State personnel will evaluate the Dual Enrollment teacher annually based on the College's teacher evaluation criteria.

E. Dual Enrollment Advisory Committee: CCSD and SJR State shall appoint an advisory committee to make recommendations regarding the Dual Enrollment classes and other aspects of this agreement.

F. Administration: SJR State shall appoint an administrator, the Director of Dual Enrollment, who shall represent SJR State in all matters pertaining to the operation of Dual Enrollment classes and shall serve as liaison between CCSD and SJR State. CCSD shall appoint an administrator who shall represent CCSD in all matters pertaining to the operation of the Dual Enrollment classes and shall serve as liaison between CCSD and SJR State

11. Determination of Student Eligibility and Monitoring of Student Performance:

A. High School Counseling Services: CCSD's counseling staff will maintain oversight and monitoring responsibility to

2024-2025 Dual Enrollment Articulation Agreement Between

Clay County School District and

St. Johns River State College

ensure the meeting of high school graduation requirements remains the first priority. In addition, each high school's Dual Enrollment contact will check the unweighted GPA of Dual Enrollment students to confirm GPA qualifications are met. To ensure seamless articulation and coordination, school counselors will meet at least once per year with SJR State's college advisors.

B. College Guidance Services: Prior to the beginning of the fall term, SJR State's Dual Enrollment Office will host Dual Enrollment Orientation Sessions for new and returning Dual Enrollment students. The purpose of the Dual Enrollment Orientation Sessions will be to introduce the Dual Enrollment students to the College campus; highlight the SJR State guidance, career, library, and college planning services available; and clarify College policies and procedures. A key advising point that will be shared with parents and students is that Dual Enrollment grades are calculated and recorded in the student's college GPA and transcript, creating a permanent record that can impact future university admission decisions. At this time, all high school Dual Enrollment students will be assigned a MySJRstate account. Through this online portal, the College will send the student communications about educational and career development activities. Additionally, Dual Enrollment students will work with the staff of SJR State's Dual Enrollment Office regularly throughout the process of planning and scheduling Dual Enrollment courses. Dual Enrollment and early admission students are encouraged to meet regularly with college advisors and to develop a post-secondary plan and major during information and orientation sessions. Dual Enrollment and Early Admission students will be required to meet with a College advisor after completion of 20 college credits. Information and orientation session presentations are also available online to all students who cannot attend in person sessions. It is the student's responsibility to review this material before their Dual Enrollment career begins.

C. Responsibility for Student Screening: The P.E.R.T. placement test can be administered by CCSD to high school students eligible for Dual Enrollment. Students who have a qualifying PreACT, A.C.T., PSAT or S.A.T. scores are not required to take the P.E.R.T. CCSD will be solely responsible for providing test security at all P.E.R.T. testing sites. CCSD will administer and provide the P.E.R.T. test materials at no charge for high school students eligible for Dual Enrollment. SJR State will assist high school personnel in interpreting individual students' test results for course placement and assistance in the development of academic interventions by high schools to improve student's skills. The Dual Enrollment contact for CCSD will be responsible for providing individual student's test scores to SJR State's Dual Enrollment Office as part of the Dual Enrollment application process.

D. Testing at the High School Site: Testing at CCSD for Dual Enrollment will be the responsibility of CCSD. Reasonable accommodations will be provided at the test site at the expense of CCSD for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

E. Testing at the College Campus: With prior approval and in very limited numbers, the P.E.R.T. may be administered at a testing center at SJR State at the request of the high school. All P.E.R.T. testing at the College campus must be approved by SJR State's Director of Dual Enrollment. Students approved to test at SJR State's Campus will be responsible for providing their own transportation to the College and for paying the College's \$20 testing fee. Reasonable accommodations will be provided at the test site at the expense of the College for the administration of the P.E.R.T. to students with disabilities. Testing accommodations must be arranged in advance.

F. Retaking the P.E.R.T.: Dual Enrollment students may retake the P.E.R.T. during their high school tenure in accordance with SJR State's P.E.R.T. Policies and Procedures.

G. Alternative Placement Methods: Pursuant to Section 1008.30, F.S., *Alternative Methods to Common Placement Tests*, Florida College System institutions may use alternative methods in lieu of the common placement tests under subsection 2 to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified in paragraphs (3)(a) through (3)(c) as valid for placement purposes for a minimum of two years. (a) Tests and assessments: A score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. Institutions

shall accept scores on the public high school transcript in addition to official score reports from the issuing entity listed in this subsection as an official record. (b) Performance in high school coursework: Any student who has an unweighted high school GPA of 3.0 and achieves a grade of “B” or better in any of the courses listed below shall have demonstrated readiness for college-level work. Institutions shall accept courses and grades on the public high school transcript as an official record. (c) Credit-by-examination: Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework.

Please consult Testing Information located on the Dual Enrollment web page under the Quick Links for a full description and chart of the alternative methods.

H. Student Policies, Procedures, and Behavioral Expectations: Students enrolled in Dual Enrollment classes will be subject to the student policies and procedures of both CCSD and SJR State. Should a conflict be identified as a result of either institution’s policies or procedures, CCSD and SJR State will notify each other of behavioral infractions and will jointly resolve the conflict while providing due process for students. College policies and procedures are published in the College Catalog/Handbook and are also available online on the Student Services website at <https://www.sjrstate.edu/cataloghandbook2024.pdf>.

I. High School Site’s Attendance Policy: The attendance policy is dictated by the teacher’s syllabus. At the high school site, the teacher may elect to excuse up to six absences due to the number of the course’s contact hours. This is ultimately up to the discretion of the instructor.

J. High School’s/School District’s Disciplinary Action: A student suspended from their high school may not attend their high school site’s Dual Enrollment courses. Yet, they can attend their college site Dual Enrollment courses. If a student is sent to the district’s alternative school, then the Dual Enrollment student loses their Dual Enrollment eligibility and will receive a “W” for all of their registered Dual Enrollment courses. When a child of any age is taken into custody by a law enforcement officer for an offense that would have been a felony if committed by an adult, or a crime of violence, the law enforcement agency must notify the superintendent of schools that the child is alleged to have committed the delinquent act. If the child is a dual enrolled student at a postsecondary institution, the superintendent of schools, or his or her designee, must notify the chief of police or the public safety director of the postsecondary institution at which the student is dual enrolled within 1 business day after receiving the initial notification, Florida Statute 985.04(4)(a).

12. Student Grades and Records:

A. Student Grades, Transmission of student grades in Dual Enrollment: Grades assigned by the post-secondary institution for Dual Enrollment courses, including the “W,” are to be accepted at face value by CCSD and are not to be changed on the student’s high school academic record (SBE Rule 6A-1.09941, F.A.C.).

B. Student Records: CCSD and SJR State may provide personally identifiable student records to each other in the performance of this agreement. Such records are provided pursuant to Section 1002.22(3)(d), Florida Statutes, and 20 U.S.C.A. 1232g. Each party further agrees to comply with Section 1002.22, Florida Statutes, and 20 U.S.C.A. 1232g, including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records.

13. Responsibility for Costs:

A. Full-Time Equivalency Funding: CCSD shall be eligible for Full-Time Equivalency (FTE) funding in accordance with Florida law and rules. For Dual Enrollment courses offered on the College campus and online, CCSD shall pay the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP). For Dual Enrollment courses offered on the high school campus by a qualified high school teacher, by an SJR State adjunct, or by an SJR State full-time instructor, CCSD shall be responsible for the College’s actual costs associated with Dual Enrollment. For 2024-2025, the following per credit hour rates will apply:

- Course taught on SJR State Campus: \$71.98/credit hour
- Course taught online: \$71.98/credit hour
- Course taught on the high school campus by a qualified high school instructor: No fee
- Course taught on the high school campus by a SJR State adjunct: \$690 per credit hour.
- Course taught on the high school campus by a SJR State full-time instructor teaching as an overload : \$675 per credit hour.

B. CTC Responsibility for Costs: The current credit hour rate for CTC courses taught on the SJR State Campus is \$60.93 per credit hour which converts to \$2.33 per vocational clock hour which will be the responsibility of CCSD along with other required course fees as outlined in the specific program cost summary sheet. CCSD will also be responsible for books and if providing background checks, CCSD will submit this information to SJR State. Students will be responsible for required physicals and shots for participation in clinicals and will release this information to the college as well as clinical sites. Students may add or drop a course during the add/drop window for the part of term associated with the CTC course. These dates are provided to CCSD and students during the CTC program orientation.

C. Add/Drop and Withdrawal Policy: Students may add or drop a course during the Add/Drop window denoted on the College's Academic Calendar. CCSD will not be assessed tuition for students who drop a course during Add/Drop. After the conclusion of Add/Drop, students may withdraw from a course without academic penalty (a grade of "W") at any time prior to the point in the semester as published in the academic calendar. CCSD will be responsible for tuition for students who withdraw from a course after the conclusion of Add/Drop.

D. Student Fees: Any student enrolled in the Dual Enrollment program shall be exempt from the payment of textbook, online instructional material access code, registration, tuition, and laboratory fees. Students enrolled in Dual Enrollment courses will be responsible for the cost of any personal or consumable items associated with a specific course or program such as school supplies, background checks, blood tests, etc.

E. Instructional Materials: SJR State shall select textbooks used in Dual Enrollment courses. Payment for required textbooks for classes conducted on the high school campuses or on SJR State's campuses will be through the CCSD. The textbooks shall be the property of CCSD. Inventories of Dual Enrollment textbooks will be maintained by individual high schools and/or school district. CCSD will inform students of any fines relating to instructional materials (e.g., late return or lost book fees) prior to issuing them back to the students. CCSD must provide each student with a textbook for each Dual Enrollment course, including courses taught at the high school site. A class set of textbooks does not suffice. Textbooks used by Dual Enrollment students at high school sites will follow the Department of Education's cycle for textbook replacement, with the following provisions: 1) the College has not changed the textbook, or 2) the new textbook edition has not so substantively changed in content that it has rendered the previous edition unusable. SJR State will provide the textbook list for the following semester as soon as the information from the faculty and publishers becomes available. The Dual Enrollment Scholarship program shall reimburse St Johns River State College for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer term.

F. Instructor Fees: SJR State is responsible for the full cost of the instructor for courses taught on SJR State's campuses and online. CCSD is responsible for the full cost of the instructor for courses taught at the high school sites.

G. Facility and Laboratory Fees: SJR State is responsible for the full cost of any facility and laboratory fees for courses taught on SJR State's campuses. CCSD is responsible for the full cost of any facility and laboratory fees for courses taught on the high school site.

H. *Disability Services:* As required by law, students with disabilities must receive appropriate accommodations. SJR State will be responsible for the cost of providing the necessary accommodations for courses taken on SJR State's campuses. CCSD will be responsible for the cost of providing the necessary accommodations for courses taken at the high school sites and for the cost of adaptive textbooks and other materials. Students with disabilities will be responsible for providing appropriate documentation so that accommodations can be provided.

I. *Dual Enrollment Scholarship Reimbursement:* Pursuant to Fla. Stat. 1009.30, SJR State will seek reimbursement through the Dual Enrollment Scholarship Program for summer term tuition and textbooks/materials.

14. **Responsibility for Student Transportation:**

Students will be responsible for providing their own transportation to and from Dual Enrollment classes on SJR State's campuses.

15. **Submission of Updated Dual Enrollment to the Florida DOE:**

The College shall be responsible for submitting annually an updated copy of the Dual Enrollment Articulation Agreement electronically to the Florida Department of Education, Office of Articulation, by August 1st.

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**2024-2025 Dual Enrollment Articulation Agreement Execution Between
Clay County School District and
St. Johns River State College**

The Articulation Committee shall annually analyze and assess the effectiveness of mechanisms and strategies set forth in this agreement and report the results of such analyses to the Clay County School District and the District Board of Trustees of St. Johns River State College. Analyses shall include identified problems, corrective actions, strategies, and associated costs.

This Agreement is subject to all pertinent state and federal laws and regulations of the Department of Education, State of Florida, Title VI and VII of the Civil Rights Act of 1964, and all regulations, rules, and guidelines promulgated thereunder. The parties expressly agree to maintain records in compliance with the Florida Public Records Act subject only to the privacy rights guaranteed by applicable state and federal laws and regulations. The violation of any federal or state law or regulation in the conduct of this Agreement may constitute a breach of this Agreement. Under determination of such violation, this Agreement may be terminated. It is expressly understood by both parties that neither party has authority or control over the other party's employees, officers, or agents.

This agreement is made between the District Board of Trustees of St. Johns River State College and the Clay County School District.

Signed on this _____ day of _____ 2024

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2024.

for Clay County School District of Clay County, Florida:

Chairman, School Board of Clay County

Superintendent, Clay County School District

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Signed on this _____ day of _____ 2024

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2024.

for Clay County School District of Clay County, Florida:

Chairman, School Board of Clay County

Superintendent, Clay County School District

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St. Johns River State College**

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Signed on this _____ day of _____ 2024

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2024.

for Clay County School District of Clay County, Florida:

Chairman, School Board of Clay County

Superintendent, Clay County School District

**2024-2025 Dual Enrollment Articulation Agreement Execution Between
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St. Johns River State College**

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Signed on this _____ day of _____ 2024

for the District Board of Trustees of St. Johns River State College:

Chairman, St. Johns River State College

President, St. Johns River State College

Signed on this _____ day of _____ 2024.

for Clay County School District of Clay County, Florida:

Chairman, School Board of Clay County

Superintendent, Clay County School District

Appendices

Dual Enrollment/Early Admissions/Early College Program (Collegiate High School) Forms

- 1 Application/Admissions Form (only to be used for students who do not have a social security number)
- 2 Online application signature page
- 3 Principles of Participation/Student Responsibilities
- 4 Registration/Approval Form
- 5 Registration Adjustment/Drop Add Form
- 6 Student Initiated Course Withdrawal Form
- 7 Instructor Initiated Absence Warning/Withdrawal Form
- 8 State College Waiver Request
- 9 Alternative Placement Information

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Dual Enrollment/ Early College Program/Early Admissions Application/Admissions Form

ST. JOHNS RIVER STATE COLLEGE
Phone number: (386) 312-4136 Fax number: (386) 312-4027
e-mail: dualenrollment@sjrstate.edu

DUAL ENROLLMENT & EARLY COLLEGE PROGRAM

- Checkboxes for Dual Enrollment, Early College Program, and Early Admissions.

SOCIAL SECURITY NUMBER

If numbers cannot be read, then the student may need to provide appropriate documentation, in order for any corrections to be made.

Please print clearly & in blue or black pen.

A. STUDENT NAME (Report name as recorded on birth certificate): LAST FIRST M

B. PERMANENT MAILING ADDRESS: email address: Street, P.O. Box City State Zip

C. TELEPHONE: Home: Work/Cell: Ext:

D. CITIZENSHIP (Please check one): U.S. Citizen Permanent Resident Alien Refugee Non-Resident Alien-Nation Citizenship

E. BIRTHDATE:

Sections F & G: The information requested is to aid the State of Florida in its commitment to Equal Education/Employment Opportunity and to meet federal reporting requirements. Refusal to answer will not result in adverse treatment of any applicant. These sections are not mandatory.

F. What is your ethnic origin: Hispanic or Latino Not Hispanic or Latino

G. What is your race? Mark one or more that apply White Black or African American Native Hawaiian or other Pacific Islander Asian American Indian or Alaska Native

H. GENDER: Male Female

I. *THIS APPLICATION IS FOR ENTRY TERM: (PLEASE CHOOSE ONLY ONE TERM)

Checkboxes for Fall, Spring, Summer terms.

* If the student does not enroll in the term indicated above, a new application will be needed for the new starting term.

J. TEST SCORES (ACT, SAT, CPT, PERT): Test scores attached Set up CPT/PERT Date:

K. PROGRAM PLAN:

Checkboxes for A.A. Program Plan (Associate in Arts Degree) Program Number: Undecided 0001 Other:

Select only one Academic Pathway:

- Checkboxes for various academic pathways: Arts, Humanities, Communications, and Design; Business; Education; Industry/Manufacturing, and Construction; Health Sciences; Public Safety; Science, Technology, Engineering, and Mathematics; Social and Behavioral Sciences and Human Services.

*Social Security Number is needed to log into MySJRstate to view registration schedules, take online courses, find textbook information, see grades and transcripts, etc.

PLEASE READ, COMPLETE AND SIGN WHERE INDICATED

PERSON TO NOTIFY IN CASE OF EMERGENCY: (Please list someone with a different address and phone number from the student).

Name / Street Address or P.O. Box / City / State / Zip

TELEPHONE: Daytime Phone: () - Ext.

HIGH SCHOOL IN WHICH YOU ARE CURRENTLY ENROLLED:

High School Name / City / State / Exp. Graduation (month/year)
High School Counselor's Signature Date

POLICY STATEMENT ON EQUALITY OF OPPORTUNITY AND NONDISCRIMINATION

St. Johns River State College, an equal access institution, prohibits discrimination in its employment, programs, activities, policies and procedures based on race, sex, gender, gender identity, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to education equity, equal access or equal opportunity should be addressed to the College Title IX Coordinator/Equity Officer: Charles Romer, Room A0173, 5001 St. Johns Avenue, Palatka, FL 32177; (386) 312-4074; CharlesRomer@sjrstate.edu. Anonymous reporting is available at SJRstate.edu/report. Inquiries/complaints can be filed with the Title IX Coordinator/Equity Officer online, in person, via mail, via email or with the US Department of Education, Office of Civil Rights, Atlanta Office, 61 Forsyth St. SW Suite 19T10, Atlanta, GA 30303-8927.

ASSISTANCE FOR DISABLED PERSONS

If you require special services due to a disability, you may notify the Counseling Office on the campus nearest you. This voluntary self-identification allows SJR State to prepare appropriate support services to facilitate your learning. This information is confidential and does not affect your admission to the College.

ALL STUDENTS AND A PARENT OR COURT-APPOINTED GUARDIAN MUST SIGN BELOW

I certify that the information given in this admissions form is complete and accurate; and I understand that to make false or fraudulent statement within this admissions form may result in disciplinary action, denial of admission to the dual enrollment program, and invalidation of credits or degrees earned. If admitted, I hereby agree to abide by the policies of the Board of Trustees and the rules and regulations of the College. Should any of the information I have given change prior to my entry, I will immediately notify the admissions office. I certify that as a condition of my admission to the dual enrollment program, I will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during enrollment at St. Johns River State College.

- I further understand that an overall unweighted 3.0 grade point average is required to participate in the dual enrollment program.
I am required to take the SAT, ACT, CPT, or PERT before registering for class(es). If I plan to enroll in English or Math courses I must have the qualifying scores.
I understand that making below a grade of "C" (including a "W" grade for withdrawing) in any dual enrollment course will result in dismissal from the program.
By signing below, I acknowledge that I have received, read, and understand the expectations and requirements stated in the Principles of Participation form and agree to the terms for participation in the SJR State Dual Enrollment program. I have also either attended an orientation session or reviewed the online presentation of the orientation session. Available at www.sjrstate.edu/dualenrollment (listed under presentations).

X Parent or court-appointed guardian name (please print - first / last)

X Signature of parent or court-appointed guardian / Date

X Student name (please print - first / middle / last)

X Signature of student / Date

St. Johns River State College Online Consent Form for Participation in the Dual Enrollment Program

Student's Last Name & First Name: _____

Student's SJR State X Number (REQUIRED):X00 _____ Entry Term Applied for: _____

HIGH SCHOOL IN WHICH YOU ARE CURRENTLY ENROLLED:

High School Name	City	State	Expected Graduation Date (Month and Year)
			/ /

High School Counselor's Signature _____ Date _____

POLICY STATEMENT ON EQUALITY OF OPPORTUNITY AND NONDISCRIMINATION: SJohns River State College, an equal access institution, prohibits discrimination in its employment, programs, activities, policies and procedures based on race, sex, gender, gender identity, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to education equity, equal access or equal opportunity should be addressed to the College Title IX Coordinator/Equity Officer: Charles Romer, Room A0173, 5001 St. Johns Avenue, Palatka, FL 32177; (386) 312-4074; CharlesRomer@sjrstate.edu. Anonymous reporting is available at SJRstate.edu/report. Inquiries/complaints can be filed with the Title IX Coordinator/Equity Officer online, in person, via mail, via email or with the US Department of Education, Office of Civil Rights, Atlanta Office, 61 Forsyth St. SW Suite 19T10, Atlanta, GA 30303-8927.

ASSISTANCE FOR DISABLED PERSONS: If you require special services due to a disability, you may notify the Counseling Office on the campus nearest you. This voluntary self-identification allows SJR State to prepare appropriate support services to facilitate your learning. This information is confidential and does not affect your admission to the College.

ALL STUDENTS AND A PARENT OR COURT-APPOINTED GUARDIAN MUST SIGN BELOW:

I certify that the information given in this admissions form is complete and accurate; and I understand that to make false or fraudulent statements within this admissions form may result in disciplinary action, denial of admission to the dual enrollment program, and invalidation of credits or degrees earned. If admitted, I hereby agree to abide by the policies of the Board of Trustees and the rules and regulations of the College. Should any of the information I have given change prior to my entry, I will immediately notify the Dual Enrollment Office. I certify that as a condition of my admission to the dual enrollment program, I will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during enrollment at St. Johns River State College.

- I further understand that an overall unweighted 3.0 high school grade point average is required to participate in the dual enrollment program, and students must maintain a 3.0 high school GPA and a 2.0 college GPA throughout the program.
- I am required to take the SAT, ACT, or PERT before registering for courses. If I plan to enroll in English or Mathematics courses I must have the qualifying scores.
- I understand that earning below a grade of "C" (including a "W" grade for withdrawing) in any dual enrollment course will result in dismissal from the program. Students must contact the Dual Enrollment Office for the petition process.
- By signing below, I acknowledge that I have received, read, and understand the expectations and requirements stated in the Principles of Participation form, I have viewed the New Student Orientation (located on the Dual Enrollment homepage), and agree to the terms for participation in the SJR State Dual Enrollment program.

X _____
Parent or court-appointed guardian name (please print – first /last)

X _____ / _____
Signature of parent or court-appointed guardian Date

X _____
Student name (please print – first / middle / last)

X _____ / _____
Signature of student Date

Please return this signed document and a copy of your placement test scores (SAT, ACT, or PERT) to your high school counselor. Applications are deemed incomplete without this form and test scores. If you are using test scores (AICE, AP, IB, or CLEP) to receive entrance in to particular courses those test scores and Credit by Exam Request must be submitted to your high school counselor.

For office use only:

Corrected High School: _____

Semester of Admission: _____

Dual Enrollment

Early Admissions

Early College Program

Dual enrollment students will be enrolled in courses that count toward high school graduation and college credit, so understanding the expectations of being a college student is important. To ensure that students understand the policies and procedures regarding conduct, communication, curriculum, and college policies, all students are asked to read and abide by the following: Principles of Participation and Student Responsibilities. This document applies to any student who is registered in any dual enrollment courses, including public school students, private school students, charter school students, and homeschool students. This document applies to any Traditional Dual Enrollment or Early College Program student.

Principles of Participation for Dual Enrollment, Early Admission, and Early College Program students

- Students are required to communicate any issues to the appropriate people (high school contact, dual enrollment office, faculty, parents, etc. If you are not sure who you need to communicate with, ask your high school contact or call the Dual Enrollment office at 386-312-4136
 - Students are expected to address any course issues with their instructor, it is the student's responsibility to notify the instructor of absences caused by illness, emergencies, etc.
 - Postsecondary institutions must abide by the Federal Family Educational Rights and Privacy Act (FERPA). SJR State's faculty and staff are not permitted to discuss student performance with anyone other than the student or designated educational staff unless the student signs a release. For a copy of this act, please call our office at 386-312-4136 to be provided with the information.
- Dual enrollment students are held to the same standards as regular/traditional college students, unless otherwise restricted by federal, state, or local requirements.
- Students must abide by all SJR State policies and procedures, including but not limited to, the SJR State Student Catalog/Handbook, attendance policies, academic integrity, and discipline policies as published.
 - The only excused (approved) absences are those sanctioned by SJR State. High school holidays, activities, and sports are not excused absences for students enrolled in classes at SJR State or dual enrollment courses held at the high school site. Students need to check the academic calendar before registering for courses to be sure there are no conflicts (spring break, winter break, summer vacation, etc.).
 - Academic work submitted by a student to the instructor is assumed to be the result of his or her own thought, research, or self-expression. When a student borrows ideas, workings, or organizations from another source, he or she is expected to acknowledge that fact in an appropriate manner (citation).
 - Dual enrollment students are entitled to the same appeal processes (grade appeal or Academic Misconduct) as regular college students. The appeals process can last until the following semester. This process is conducted by the SJR State Office of Student Affairs.

- Students are required to know the policies and outcomes, related to grades, academic history, and graduation.
 - Students are not permitted to re-take courses in which they have earned a grade of “C” or higher.
 - Any letter grade below a “C” will not count as credit toward the Gordon Rule requirement (English, Math, and Humanities). However, all grades will be calculated into the student’s GPA and will appear on their college transcript.
 - All dual enrollment (college) grades will become part of the student’s permanent college transcript and may affect college admissions to other colleges and universities, financial aid, and Bright Futures eligibility. These grades are permanent.
 - Withdrawal (“W”) from a course will be listed on the student’s permanent college transcript.
 - College credits earned through the dual enrollment program will be recorded on both the student’s high school transcript and SJR State transcript.
 - Students who receive a D, F, or W in a course may not register for another course within that same term until they have completed the petition process through the SJR State Dual Enrollment office. For example, if a student receives a W in a Fall A course, they may not register for a Fall B course until they have completed the petition process.
 - Students are only permitted to take 2 courses during the Summer sessions (a maximum of 8 credit hours). Courses requiring a co-requisite will only count as 1 course.
 - A student receiving an “I” grade must complete the course within a 30-day calendar period which begins on the first day of classes of the next term. Students are not eligible for graduation until all “I” grades have been removed from their academic record. Incomplete work will convert to an “IF” if the course work remains incomplete.
 - Dual Enrollment students who have graduated high school, may participate in Summer A courses the year of graduation. Students must petition the Office of Student Affairs to attend these courses and are responsible for all fees. You can contact the Dual Enrollment Office for this petition process.
- Dual enrollment students must understand the differences between high school and the college’s curriculum, course structure, and student body.
 - College courses, including those taught at the high school site, will maintain a consistent level of academic rigor without compromising standards. The course material in these classes are not developed to accommodate variations in student age and maturity and may reflect topics not typically included in secondary courses, which some parents may object to for “minors.”
 - The curriculum, content, evaluation (grading practices), and selection of appropriate instructional materials are the right of the college instructor and will not differ for dual enrollment students. The same material will be presented to regular college students and dual enrollment students. College grading policy will be used for all dual enrollment courses. Instructors will not adapt their course for dual enrollment students.
 - Dual enrollment at the high school site will follow the same standards as courses offered on SJR State’s college campuses.
 - SJR State is an open campus, and classes (face to face and online) will have students of various ages and

backgrounds enrolled in these courses.

- Dual enrollment students are required to attend/read New student orientation materials. The orientation presentation is available online, on campus, on the high school site, or can be sent to you via email. It is the student's responsibility for viewing and ensuring they understand the materials presented in the dual enrollment new student orientation.
- Dual enrollment students are held responsible for the following coordination and paperwork requirements:
 - Students are required to ensure the accuracy of their information (full legal name as presented on the birth certificate, birthdate, and social security number). Students will be responsible to notify the Dual Enrollment Office of any changes to their address, phone number, high school, test scores, etc. It is the student's responsibility to provide updated test scores for placement to the high school and dual enrollment office.
 - Students need to have the ability to log in to MySJState, in order to view or access their schedules, Canvas (online course management system), grades, order transcripts, etc. Providing the correct social security number, date of birth, and zip code allows the student to be registered for this access and will alleviate login issues.
 - Students who do not log in to their online course within the first week, may be dropped from the course for non-attendance.
 - Students with disabilities need to provide documentation to SJR State's Advising Office, in order to receive accommodations. The student must self-identify to receive these accommodations. Accommodations at the high school are not automatically sent over to SJR State, it is the responsibility of the student to provide these to the Advising Office/Disabilities Coordinator.
 - Students are accountable for completing the appropriate college forms and meeting college-established deadlines for add/drop and/or withdrawal. Students must have prior approval from their designated high school contact to add/drop or withdrawal from college courses. Please note that dual enrollment deadlines are often different than the traditional College deadlines. All dates and deadlines are notated on the SJR State Dual Enrollment homepage (www.sjrstate.edu/dual). High school site deadlines are often also different, please be sure you are aware of dual enrollment deadlines at the high school site.
 - Students are responsible for ordering/paying for their college transcript once they have graduated from high school.
 - It is the responsibility of the dual enrollment student to ensure they have their textbooks and necessary materials for their courses. For public school students, textbooks are handled through the school district; for private and charter school students, textbooks are the responsibility of the student; and for homeschool students, textbooks are handled through the SJR State bookstore. All textbooks for high school site classes are provided by the individual high school.
 - All correspondence regarding dual enrollment classes, petitions, dates and deadlines, and any other messages will be sent to the student's SJR State email address (name@vikings.sjrstate.edu), students will be responsible for knowing how to access this email address.
 - Students enrolled as Dual Enrollment, Early Admission, Early College Program, or Career Early Admission shall be

exempt from the payment of registration, tuition, and laboratory fees. Students are not permitted to pay for extra courses over the designated limit. The student should work closely with an academic advisor to work out a course load that can be successfully completed each term. Early Admission Dual Enrollment students must take a minimum of twelve (12) and a maximum of sixteen (16) Dual Enrollment credit hours each fall and spring term.

- Dual enrollment students need to understand the eligibility requirements listed below:
 - Students whose unweighted high school GPA drops below 3.0 and college GPA drops below 2.0 will lose eligibility for dual enrollment.
 - Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process, including when the progress of other students or the efficient administration of the course is hindered.
 - Students sentenced to disciplinary action from the high school may lose eligibility for dual enrollment at the high school site, due to excessive absences.
 - Students with excessive absences, at the high school, college or online, may be withdrawn from the course by instructor.
 - Students may appeal eligibility requirements with the petition process through the Dual Enrollment Office. Students will only be granted a maximum of one petition during their dual enrollment career.
 - Dual Enrollment students are all required to attend a New Student Orientation, it is located online and must be viewed before registering for courses.

Student Responsibilities for Dual Enrollment, Early Admission, and Early College Program students

- Dual Enrollment Online Application needs to be completed with the correct information.
 - Full legal name as presented on birth certificate
 - Correct Social Security Number
 - Correct birthdate (please check your birth year)
- If using PERT, ACT, or SAT test scores, please provide a copy of your official test scores when turning in your Dual Enrollment application to your high school's dual enrollment contact. If your scores change, and you need to use your updated scores to register for a course, it is the student's responsibility to provide those scores to the high school counselor who provides them to the Dual Enrollment Office.
- If using AICE, AP, or IB test scores, please provide a copy of your official test scores when wanting to use these scores to satisfy prerequisite requirements.
- Students will need to be able to log into mySJRState, in order to view their schedules, grades, etc.
- Students will need to be able to communicate any issues to the appropriate people (high school contact, dual enrollment office, faculty, parents, etc.)
- Students will need to keep track of all deadlines (i.e., add/drop deadline, withdrawal deadline, etc.)
- Students are responsible for knowing which courses they are registered for, when the courses begin/end, and what delivery mode the course is being offered in.
- Students with disabilities need to provide documentation to SJR State's Advising Office, in order to receive accommodations.
- Students need to inform the Dual Enrollment Office of any changes: address, phone number, high school, test scores, name change etc.
- Students are responsible for knowing college and course policies (parking decal, academic integrity, etc.)
- Students are responsible for ordering/paying for their college transcript once they have graduated high school.
- When a student receives a "W," "D," or "F," it is their responsibility to obtain a Dual Enrollment Petition Form from the student's high school counselor (homeschool students please call the DE Office 386-312-4136). Students will not be permitted to register for courses until the DE Office has received this item.

Please retain this document as a reference for the SJR State Dual Enrollment program. When a student signs the SJR State Dual Enrollment online application signature page, you agree to the above statements.

For questions regarding any of the items listed above, please contact the SJR State's Dual Enrollment Office at (386) 312-4136 or dualenrollment@sjrstate.edu.

The SJR State Dual Enrollment Office is located on the Palatka Campus, at 5001 St. Johns Avenue, Palatka, FL 32177

STUDENT INITIATED COURSE WITHDRAWAL FORM

SJR State Student ID (Required) # X00 _____

Date _____ Term _____

Student's Name _____
(Print) Last First Middle

Student's SJR State Email Address (Required) _____

Please list all courses below that you would like to be withdrawn from:

Course Prefix & Number	CRN Number	Course Title
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

***You will need to withdraw from both the science lecture and lab, please be sure to include both sections above. ***

HS DE Contact Signature Student's Signature High School

Dual Enrollment Early College Program Early Admissions

**ST. JOHNS RIVER STATE COLLEGE DUAL ENROLLMENT PROGRAM
INSTRUCTOR INITIATED ABSENCE WARNING/WITHDRAWAL FORM
(for Dual Enrollment courses taught at the High School site)**

You have been absent _____ hours in Course # _____ Section/CRN _____

Instructor's Signature: _____ Date: _____

1. Any additional absences will cause loss of credit for the course.
2. Administrative Withdrawal. A grade of "W" has been recorded. (BY ADMINISTRATION ONLY.)
3. You have exceeded the allowable absences in the course and no credit will be given. A grade of "W" will be recorded. If all your absences can be justified as emergencies, you may appeal to the Petitions Committee for reinstatement in class.
4. Withdrawal for Academic Misconduct.

SJR State Student ID #X00 _____ Student Name: _____

Date Student Warned: _____ Last Date Attended: _____
(Required for Item 3 only)

DRAFT



Dual Enrollment State College Waiver Request

Students must complete the form below with the requested information. Use the lines provided below to explain why an exception should be made to the policy requiring your participation in Dual Enrollment be at the state college which serves the Clay, Putnam, or St. Johns Counties School Districts. Completing the petition process does not guarantee approval of waiver. Student will be notified regarding their request to their SJR State email address. Please note that once a dual enrollment student is released from SJR State, they will be unable to take any future dual enrollment courses at SJRState (they are eligible to attend after high school graduation/completion of dual enrollment career).

STUDENT INITIATED REQUEST

Date: _____ Name: _____

Student X Number (Required):_X00 _____ Semester/Year of Request: _____

EMAIL ADDRESS REQUIRED: Student will be notified via their SJR State email regarding their request. If you are not a current student, please provide another email address. If no email is provided, we will not process your waiver.

SJR State Email Address (If current student): _____

Other Email Address (If not a current student): _____

High School Graduation Date: _____ High School: _____

I, _____ (student name) request a waiver to attend a state college or university other than SJR State, due to the following:

- Class or program of study not offered at SJR State (indicate class or program) _____
Other college or university is closer to my home or high school than SJR State
Other (explain) _____

College or university you wish to attend: _____

Please use the space below to explain the rational for your request for a state college/university waiver request.

SCHOOL DISTRICT APPROVAL

HS Principal (or Dual Enrollment Contact) & School District Designee:

Recommend:

- Approval
Disapproval

Recommend:

- Approval
Disapproval

Principal/Contact: _____ School District Designee: _____

Date: _____ Date : _____

ST. JOHNS RIVER STATE COLLEGE APPROVAL

Director of Dual Enrollment & Vice President for Academic Affairs/CAO

Recommend:

- Approval
Disapproval

Recommend:

- Approval
Disapproval

Director of DE: _____

Date: _____

VP for Academic Affairs: _____

Date : _____

June 6, 2024 - Regular School Board Meeting

Title

C10 - Affiliation Agreement between Clay County District Schools and Western Governors University (WGU)

Description

This agreement is between Clay County District Schools and Western Governors University for WGU students to participate in field and clinical experiences under the direction of a qualified mentor educator in Clay County schools.

Gap Analysis

Without this agreement, interns from Western Governors University cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

Clay County District Schools currently has active agreements with 29 Colleges/Universities, and does not have a current agreement with WGU. This agreement would allow teacher candidates from WGU to be placed in Clay.

Expected Outcomes

Placement of teacher candidates provides real-world experiences to better prepare them for the rigors of teaching in the Prek-12 educational setting. WGU is currently requesting the placement of 1 student, and this agreement will allow for future interns to be placed over the duration of the contract period.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 1.1: Develop strategic partnerships with organizations and universities to source new talent for a diverse workforce that is effective and highly-qualified for non-instructional, instructional, and administrative positions throughout CCDS

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and Western Governors University.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

[240146 WGU Clinical Experience Agreement \(2\).pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **240146**
 Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:
5/2/2024
 WHEN BOARD APPROVAL IS REQUIRED DO
 NOT PLACE ITEM ON AGENDA UNTIL
 REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: 03/06/2024

Name of Contract Initiator: Jennifer Shepard Telephone #: 9043366951

School/Dept Submitting Contract: Professional Learning Cost Center # 9009

Vendor Name: Western Governors University

Contract Title: Western Governors University Clinical Experience Agreement

Contract Type: New Renewal Amendment Extension Previous Year Contract # 210116

Contract Term: 3 Years Renewal Option(s):

Contract Cost: \$0

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
 Funding Source: Budget Line # _____
 Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

Completed Contract Review Form

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

SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, *this Statement MUST BE included in the body of the Contract: "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."*

Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
 COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
 General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.
 Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
 Workers' Compensation = \$100,000 Minimum
 [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

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

Release and Hold Harmless (If Applicable)

RECEIVED
 By Elaine at 12:32 pm, Mar 06, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	No Cost
Review Date REVIEWED By Bertha Staefe at 12:59 pm, Apr 01, 2024	Department shall verify/track Professional Liability Insurance COI for each Candidate (see page 5).
School Board Attorney JPS Review Date 4/11/24	Last contract had Addendum A this one doesn't include one so defer to Attorney Because the renewal does not incorporate previous agreements, a new addendum A will need to be incorporated and attached. Note: Western would not sign Addendum A this time. Steinmetz worked with Western and rewrote MOU to include some parts of Addendum A. Original draft attached at end.
Other Dept. as Necessary Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

CLINICAL EXPERIENCE AGREEMENT

This Clinical Experience Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (University or WGU), and Clay County District Schools, Florida (District), and is effective as of the date of District's signature below (Effective Date).

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). University Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). University represents that each teacher/principal Candidate assigned to District for Student Teaching/Practicum is validly enrolled in an approved University educator preparation program and meets District's background requirements.

A. Definitions. For the purposes of this Agreement, capitalized terms* will have the following meanings:

1. Candidate refers to a student enrolled in a University program leading to an education degree.
2. Mentor Teacher refers to a District employee who is the contracted teacher in the classroom to which the Candidate is assigned.
3. Clinical Supervisor refers to a qualified individual who will supervise and complete observations and evaluations.
4. Advanced Programs refers to University programs that are designed for licensed teachers to earn an endorsement or certification.
5. Preclinical Experience refers to the active participation by a Candidate in a wide range of in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching.
6. Student Teaching refers to the active participation by a teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and/or Clinical Supervisor.
7. Practicum refers to the University Clinical Experience requirements for licensed teachers in an advanced endorsement program. Practicum length can range from 10 days to 12 months, depending on program and state requirements.
8. Clinical Experience refers collectively to the Preclinical Experience and Student Teaching and/or Practicum.

*References to "District" shall include the school.

B. Mutual Expectations. A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers/principals, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. The school administrator and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

C. Mutually Beneficial Activities. The parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. Provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).

- As possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
- 3. University and District staff will co-select Mentor Teachers and Clinical Supervisors based on University requirements.
- 4. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
- 5. University may invite District staff to participate in a focus group to:
 - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors; criteria for selection of Mentor Teachers and Clinical Supervisors; and curriculum development;
 - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
 - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to student outcomes and Candidate performance.

D. Recordings. District recognizes that University requires its Candidates to video record in the classroom for evaluation purposes and agrees to permit video recording consistent with the conditions set forth in **Exhibit A** (Video Recordings).

E. Mentor Teacher Standards. District, with the input of University, will provide the teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience (five (5) years preferred), with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) strong evaluations.
3. Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Successfully and with positive impact mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Will demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:

○ All individuals can learn	○ Communication
○ Belonging	○ Integrity
○ Empathy	○ Professionalism
○ Growth Mindset	○ Intellectual courage
7. Complete University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing (CTC) Program Sponsor Alert (PSA) 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

F. Clinical Supervisor Standards. A University Clinical Supervisor provides guidance, support, on-site assistance, assessment and feedback to a teacher Candidate throughout the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.

4. Experience teaching in the content area of supervision.
5. Ability to successfully complete a background clearance, if requested.
6. District and principal approval (if a District employee).
7. Ability to consistently demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:
 - All individuals can learn
 - Belonging
 - Empathy
 - Growth Mindset
 - Communication
 - Integrity
 - Professionalism
 - Intellectual courage

G. University Responsibilities. University will:

1. Select qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with compensation for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required Mentor Teacher training.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a fully cleared background check acceptable to District prior to participating in Clinical Experience activities.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis (TB) risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers.
9. Facilitate a cohort seminar in which teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

H. District Responsibilities. District, or school administrator, will:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Field Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Teacher Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Student Teaching.
4. University utilizes video recordings for both observations and teacher performance assessments. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs. (See **Exhibit A** for details regarding video recordings.)
5. Notify University about any changes to District policies (e.g., COVID and other healthcare policies).
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher and/or school administrator, participate with the Clinical Supervisor and teacher Candidates in two evaluations: one mid-way through Student Teaching, and a final evaluation at the end of Student Teaching. University shall be responsible for the format of evaluations.
 - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership, English Language Learning, and Master of Special Education.

8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Adhere to any then-applicable state requirements related to training/professional development.
14. *For California Districts Only:* Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).

I. Advanced Programs Practicum. The following additional requirements apply to Advanced Programs Practicum:

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own classroom using a qualified individual within their school as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate will:
 - have a relationship with the school and arrange placement by obtaining District approval.
 - secure his/her own Clinical Supervisor, subject to approval of University's Field Experience team to ensure the Clinical Supervisor meets program requirements.
 - provide a valid background clearance, liability insurance, and teaching license.
 - comply with any other applicable District requirements.
3. Evaluations of Candidates are as follows:
 - Educational Leadership - 4 total (2 evaluations during the first Practicum course, and 2 during the second Practicum course)
 - English Language Learning - 3 total (2 observations and 1 final evaluation)

J. Confidentiality & Education Records

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

K. Additional Terms

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.

3. Right to Accept or Terminate a Placement. District may refuse to accept for placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University in writing and state the reasons for such decision.
4. Insurance.
 - University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers' compensation insurance as required by law.
 - Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner. No Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.
6. Liability. WGU 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 SBCC, WGU shall indemnify, defend, and hold harmless the SBCC, 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 WGU, its employees, or agents relating to the performance of duties imposed upon WGU by this Agreement. Such indemnity shall not be limited by benefits payable by or for WGU under worker's compensation, disability, or any other employee benefits or insurance programs or policies. Contractor shall timely provide to the SBCC written notice of any claim, complaint, or demand asserted against WGU related to the performance of this Agreement. WGU's obligations under this section shall survive the termination of this Agreement.
7. Reservation of Sovereign Immunity: No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the SBCC's liability beyond that which is set forth in Section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the SBCC's sovereign immunity from suit, or to require the SBCC to indemnify WGU or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the SBCC. The SBCC expressly reserves all other protections and privileges related to its sovereign immunity.
8. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida and venue shall be in Clay County, Florida.
9. WGU is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of CONTRACTOR's duties under this Agreement.
10. Non-Discrimination. Each party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
11. Entire Agreement. This Agreement represents the entire understanding between the parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both parties.

The parties have executed this Agreement as of the Effective Date.

UNIVERSITY

DISTRICT

By: Jennifer K. Doshier

By: _____

Title: Director, Field Experience, School of Education

Title: Ashley Gilhousen, Board Chair

Date: _____

Point of Contact:

Field Experience Outreach

Email: tc_outreach@wgu.edu

Point of Contact:

Email:

Phone:

For notice purposes:

Attn: General Counsel

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Email: legal@wgu.edu

For notice purposes:

Email:

**Exhibit A
Video Recording**

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of video recordings of themselves teaching in the classroom and of real artifacts (such as lesson plans, video, and student work samples). Recordings provide an avenue to evaluate performance and determine competency.
2. Clinical observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

Teacher Candidate Guidelines for Video Recordings

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.



Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

CLINICAL EXPERIENCE AGREEMENT

This Clinical Experience Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (University or WGU), and School Board of Clay County, Florida (District), and is effective as of the date of District's signature below (Effective Date).

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). University Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). University represents that each teacher/principal Candidate assigned to District for Student Teaching/Practicum is validly enrolled in an approved University educator preparation program and meets District's background requirements.

A. Definitions. For the purposes of this Agreement, capitalized terms* will have the following meanings:

1. Candidate refers to a student enrolled in a University program leading to an education degree.
2. Mentor Teacher refers to a District employee who is the contracted teacher in the classroom to which the Candidate is assigned.
3. Clinical Supervisor refers to a qualified individual who will supervise and complete observations and evaluations.
4. Advanced Programs refers to University programs that are designed for licensed teachers to earn an endorsement or certification.
5. Preclinical Experience refers to the active participation by a Candidate in a wide range of in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching.
6. Student Teaching refers to the active participation by a teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and/or Clinical Supervisor.
7. Practicum refers to the University Clinical Experience requirements for licensed teachers in an advanced endorsement program. Practicum length can range from 10 days to 12 months, depending on program and state requirements.
8. Clinical Experience refers collectively to the Preclinical Experience and Student Teaching and/or Practicum.

*References to "District" shall include the school.

B. Mutual Expectations. A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers/principals, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. The school administrator and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

C. Mutually Beneficial Activities. The parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. Provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).
 - o As possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District staff will co-select Mentor Teachers and Clinical Supervisors based on University requirements.

4. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
5. University may invite District staff to participate in a focus group to:
 - o provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors; criteria for selection of Mentor Teachers and Clinical Supervisors; and curriculum development;
 - o review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
 - o review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to student outcomes and Candidate performance.

D. Recordings. District recognizes that University requires its Candidates to video record in the classroom for evaluation purposes and agrees to permit video recording consistent with the conditions set forth in **Exhibit A** (Video Recordings).

E. Mentor Teacher Standards. District, with the input of University, will provide the teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:

1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
2. Has: (i) a minimum of three (3) years of content area teaching experience (five (5) years preferred), with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) strong evaluations.
3. Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
4. Successfully and with positive impact mentored student teachers, colleagues, and/or other adults.
5. Competently uses technology for communicating via email and completing online evaluation forms.
6. Will demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:

o All individuals can learn	o Communication
o Belonging	o Integrity
o Empathy	o Professionalism
o Growth Mindset	o Intellectual courage
7. Complete University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing (CTC) Program Sponsor Alert (PSA) 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

F. Clinical Supervisor Standards. A University Clinical Supervisor provides guidance, support, on-site assistance, assessment and feedback to a teacher Candidate throughout the Clinical Experience. To act in this role, a Clinical Supervisor must have:

1. A minimum of three (3) years teaching experience in K-12.
2. A master's degree in education or related field.
3. A current teaching license in the content area of supervision.
4. Experience teaching in the content area of supervision.
5. Ability to successfully complete a background clearance, if requested.
6. District and principal approval (if a District employee).

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G. University Responsibilities. University will:

1. Select qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with compensation for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required Mentor Teacher training.
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1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Field Placement Team.
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6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher and/or school administrator, participate with the Clinical Supervisor and teacher Candidates in two evaluations: one mid-way through Student Teaching, and a final evaluation at the end of Student Teaching. University shall be responsible for the format of evaluations.
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1. Candidates are licensed teachers who are in most cases completing the Practicum in their own classroom using a qualified individual within their school as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate will:
 - o have a relationship with the school and arrange placement by obtaining District approval.
 - o secure his/her own Clinical Supervisor, subject to approval of University's Field Experience team to ensure the Clinical Supervisor meets program requirements.
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 - o Educational Leadership - 4 total (2 evaluations during the first Practicum course, and 2 during the second Practicum course)
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1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
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6. Non-Discrimination. Each party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both parties.

The parties have executed this Agreement as of the Effective Date.

UNIVERSITY

DISTRICT

By: Jennifer K. Doshier
 Title: Director, Field Experience, School of Education

By: _____
 Title: _____
 Date: _____

Point of Contact:
 Field Experience Outreach
 Email: tc_outreach@wgu.edu

Point of Contact:
 Email:
 Phone:

For notice purposes:
 Attn: General Counsel
 Western Governors University
 4001 South 700 East, Suite 700
 Salt Lake City, UT 84107-2533
 Email: legal@wgu.edu

For notice purposes:
 Email:

Exhibit A Video Recording

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of video recordings of themselves teaching in the classroom and of real artifacts (such as lesson plans, video, and student work samples). Recordings provide an avenue to evaluate performance and determine competency.
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- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

June 6, 2024 - Regular School Board Meeting

Title

C11 - 2024-25 Professional Learning Catalog

Description

The Florida legislature recognizes the importance of planning for developing human potential and requires each district to develop a comprehensive Professional Learning Catalog, which was formerly known as the Master In-service Plan. Each district is required to annually update, revise, and submit a Professional Learning Catalog and this year, a template has been provided by the state, and incorporated in Rule 6A-5.071, F.A.C. (January 2024). Each unique type of professional learning experience is considered a component, also known as a course, and this catalog lists the objectives, activities, and evaluation criteria for each component. The updates to the Professional Learning Catalog are developed in collaboration with stakeholders, and based on data in response to student and educator needs in alignment with the CCDS Professional Learning System.

Gap Analysis

During this annual review, the Professional Learning Catalog, the content of each component was reviewed by the appropriate department and updates were made to reflect the new template, current terminology and the most up-to-date professional learning requirements and expectations.

Previous Outcomes

The CCDS Professional Learning Catalog was last revised and approved in May 2023.

Expected Outcomes

The CCDS 2024-2025 Professional Learning Catalog will include the most up-to-date information and include the professional learning components available for the 2024-2025 school year as determined by stakeholders through a needs analysis process and data informed decision making.

Strategic Plan Goal

Goal: Goal 2: Talent Recruitment, Development, and Retention

Strategy: 2- Develop highly effective leaders, faculty, and staff who foster a safe and inclusive learning environment and build upon student strengths.

Recommendation

That the Clay County School Board approve the CCDS 2024-2025 Professional Learning Catalog.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

[CCDS_Professional_Learning_Catalog_2024.pdf](#)

A blue-tinted photograph of a classroom. In the foreground, the backs of several students' heads and shoulders are visible as they sit in chairs. Many of these students have their right hands raised high in the air. In the background, a teacher stands at a podium, also with their hand raised. The room has large windows with blinds. The overall atmosphere is one of active participation in a lesson.

Professional Learning Catalog

Clay County
District Schools

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DRAFT

I. Professional Learning Catalog Overview

A. Overview of Professional Learning Catalog

Please provide a brief description of the district’s catalog. Include the district’s process for selecting components, collaborations with stakeholders (teachers; teacher-educators; business and community representatives; and local education foundations, consortia and professional organizations) and goals for professional learning.

Through a comprehensive professional learning system, Clay County District Schools (CCDS) advances a collaborative and coherent adult learning culture that fosters meaningful professional learning with the goal of maximizing student achievement. CCDS provides professional learning opportunities for all personnel to improve student achievement and promote a climate of self-renewal for all. This Professional Learning Catalog is one element of the comprehensive CCDS Professional Learning System designed to enhance classroom instructional practices and job skills to improve student performance.

Components within the professional learning catalog are developed in response to the district strategic plan, school improvement plans, an annual professional learning survey, professional learning evaluations, and individual professional learning plans. It is our mission to provide professional learning sessions aligned to the OneClay Vision and job-related topics, therefore, our Professional Learning Catalog is reviewed, revised, and approved annually through the lens of a tiered support structure to target the greatest needs based on various data, including, but not limited to, student achievement and discipline data, classroom walkthrough data, teacher and community input data, and evaluation data to support the CCDS instructional vision.

The following beliefs are central to our professional learning system, and inform the component selection process each year:

1. A coherent structure of differentiated professional learning is essential for a collaborative adult learning culture.
2. Coherent professional learning that builds on common areas of focus leads to changes in educator practices that maximize student learning.
3. Reflection, Evaluation, and Adjustment are essential for ensuring continuous improvement for all adults and students.

These beliefs are shared among stakeholders and inform the annual consultation and collaboration process. Through this process, CCDS collaborates with a varied group of stakeholders to solicit input from multiple perspectives for a comprehensive view of professional learning needs and interests throughout the district. Our consultation and collaboration process includes the following:

Annual surveys are created collaboratively among all district departments to identify learning needs for all leaders, teachers, and support employees.

CCDS employee surveys include sections tailored to the job responsibilities of each employee, and results are shared with district departments and school leaders to inform professional learning sessions. These results are used to inform the annual review of the district’s Professional Learning Catalog each year to ensure offerings are in alignment with stakeholder needs and interests. These results, along with the

Professional Learning Catalog revisions are shared annually with district departments and reviewed by the Professional Development Advisory Council to ensure that topics for professional learning are coherent, meaningful, and based on stakeholder input.

Annual parent and community input surveys are also sent collaboratively with other departments and seek input on parent and community satisfaction and possible topics for professional learning opportunities.

In addition to annual surveys, ongoing meetings take place among stakeholders to review and discuss survey data, as well as other evidence to inform professional learning decisions:

- Professional learning facilitators meet every two weeks throughout the year in a professional learning community focused on strengthening professional learning practices, as well as reviewing survey, walkthrough, and student achievement data to develop ways to maximize the impact of professional learning.
- Ongoing meetings between local Institutions of Higher Education take place throughout the year to review data on pre-service teachers and mentor teacher capacity, and discuss local needs as well as ways to partner for meaningful professional learning opportunities.
- Frequent meetings take place between NEFEC and CCDS program coordinators regarding the participant data from the Professional Learning Certification Program.
- Bi-annual meetings with the Clay County Education Association (CCEA) & Clay Educational Staff Professionals Association (CESPA), with check-ins as needed throughout the year, are held to review teacher and staff input data, and to ensure professional learning needs are addressed within the professional learning catalog. At the bi-annual Professional Development Advisory Council meetings, members include CCEA, district, and parent/community representatives. Through these opportunities for collaboration, challenges and barriers to meaningful professional learning are brought to light so that solutions can be identified to increase the effectiveness of professional learning.
- The Superintendent's Student Advisory Council meets throughout the year to garner insight into the student experience in schools, and the insight gleaned from these meetings is also shared with district departments to inform professional learning needs.

With input from a wide range of stakeholders, we are able to select components for the professional learning catalog with the themes and patterns that emerge across multiple groups to ensure maximum impact. With professional learning sessions focused on meaningful topics that are aligned to job-related outcomes, the learning is more likely to translate into practice, maximizing the impact on student learning.

It is our goal that through the application of the continuous improvement model, CCDS educators engage in intentionally designed and facilitated professional learning, resulting in CCDS students engaging in effective instruction in a safe classroom environment anchored in high expectations and the OneClay Instructional Vision.

B. Middle Grades Instructional Personnel and School Administrator Training

Please provide a brief description of the training middle grade instructional personnel and school administrators receive on the district's code of student conduct.

All school instructional personnel and school administrators receive face-to-face training on the district's Student Code of Conduct, which includes the district behavior matrix. School administrators receive annual training during the Summer Leadership Institute, and additional learning opportunities are included in the monthly administrator meetings, as needed. At each school, school administrators in the middle grades conduct training with all instructional personnel on the Student Code of Conduct within the first week of school, and this training is also provided through school and district onboarding for teachers hired during the school year.

C. Integrated Digital Instruction and Competency-based Instruction

Please briefly describe the training on integrated digital instruction and competency-based instruction provided by the district. In this description, be sure to include information on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification.

District and school-based Career and Technology Education (CTE) employees receive training on the Florida Career and Professional Education Act (CAPE), CAPE Digital Tool certificates and CAPE industry certification, with a focus on practical application within the CTE classroom. The training includes curriculum mapping within the state frameworks, industry certification training and CTE best practices. These sessions are offered annually throughout the school year, both face-to-face and virtually, and are coordinated and facilitated by district CTE leaders.

Training on integrated digital instruction and competency-based instruction is offered face-to-face and virtually to all CCDS employees through the Information and Technology Services department on the following topics: Communications Applications, Enhanced Classroom Equipment, Google Apps for Education, Synergy (student information system), and Technology Tools.

By equipping teachers with the knowledge, skills, and confidence to effectively integrate digital instruction into their instructional practices, this professional learning initiative aims to enhance student engagement, promote personalized learning experiences, and facilitate academic achievement across diverse educational settings and contexts.

D. Classroom Management

Please provide a brief description of the training provided by the district on classroom management, student behavior and interactions.

Classroom management training is provided to all instructional and administrative personnel annually through a variety of professional learning opportunities aligned to the Culture of Learning principle within the OneClay Instructional Vision. Within these differentiated sessions, participants engage in active learning about academic behaviors that support student learning, strategies to improve student behavior, and ways to create positive learning environments at all levels. Administrators review evidence-based classroom management strategies during the Summer Leadership Institute, and additional learning opportunities are included in the monthly administrator meetings, as needed. Teacher leaders engage in sessions on how to lead learning team collaboration on aligned classroom management strategies at the OneClay Leadership Academy. Mentor teachers and instructional coaches receive training on how to engage in coaching cycles and feedback conversations focused on improving classroom management, using the teacher support continuum. Additionally, all beginning teachers receive training on effective classroom management strategies and developing a classroom management plan at the Beginning Teacher Orientation. Ongoing training on classroom management strategies is offered through the monthly novice teacher collaboratives facilitated through the district teacher support team and job-embedded classroom support provided by the assigned teacher support coach.

E. Extended Learning Opportunities

Please provide a brief description of the training provided by the district on extended learning opportunities for students.

CCDS offers training on a variety of topics for the purpose of strengthening extended learning opportunities for students. Training is offered for Pre-Kindergarten (Pre-K) teachers to ensure students enter kindergarten with a strong foundation. Additionally, learning is extended for students through virtual learning options, allowing students to engage in extended learning opportunities, beyond what is offered through the brick and mortar schools. Training is provided to these virtual teachers by the virtual learning specialists and district departments. Additionally, district content teams provide training for teachers to learn how to extend learning opportunities within their classrooms for students who demonstrate proficiency in the benchmarks. CCDS also offers courses to allow teachers to earn their Gifted Endorsement, which includes training for how to extend learning opportunities for students who are identified as gifted.

F. Instructional Leadership

Please provide a brief description of the training provided by the district on instructional leadership.

CCDS provides a differentiated system of training on instructional leadership, providing training for teachers, aspiring school leaders, novice school leaders, and experienced school leaders. The evidence-based instructional leadership practices included in this training are anchored in the Florida Educational Leadership Standards (FELS).

Teacher leaders are selected to attend the annual OneClay Leadership Academy with a focus on leading teams in using a data-based approach within their professional learning community to improve student achievement, and these instructional leadership practices are embedded in content area professional learning sessions throughout the school year facilitated by district specialists and coaches. Additionally, instructional leadership virtual sessions are provided through FDLRS with a focus on leading instruction for students with disabilities.

Aspiring School Leaders receive training on instructional learning through the Aspiring Assistant Principal Program. In this program, learning experiences include face-to-face sessions and job-embedded learning experiences with written reflections.

Novice Assistant Principals and Principals participate in the Novice/Mentor AP & Principal Programs, where they work with an experienced mentor to learn how to lead and support a system of instructional leadership tailored to the needs of their unique school culture. Professional learning sessions are offered multiple times throughout the school year, with an expectation of ongoing collaboration between the novice and mentor principal.

Experienced Assistant Principals and Principals have the opportunity to participate in leadership mentor training to serve as a mentor to a novice school leader, as well as professional learning through the National Institute for School Leadership. Experienced Assistant Principals engage in training on instructional leadership within the School Principal Certification Program.

Leaders of schools with identified school improvement needs (ATSI, TSI, CSI, RAISE, etc.) also engage in bi-annual training through a coordinated system of school improvement walks with follow up support from district leaders, specialists, and coaches.

In addition to these role specific learning opportunities, all school leaders engage in instructional leadership training on an ongoing basis through the annual Summer Leadership Institute and monthly school leader professional learning sessions.

II. Professional Learning Catalog Requirements

Professional Learning Catalog Requirements

The following professional learning catalog requirements are established in sections (s.) 1012.98, Florida Statutes (F.S.), the School Community Professional Learning Act. By checking the appropriate box, the district provides assurance that its professional learning system meets each requirement. Districts should be prepared to provide evidence of these assurances upon request.

1. Principles of Individual Freedom

- Professional learning activities must be consistent with and foster the following principles of individual freedom set forth in s. 1003.42(3), F.S.:
- No person is inherently racist, sexist or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex;
 - No race is inherently superior to another race;
 - No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability or sex;
 - Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry;
 - A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex;
 - A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex; and
 - These principles do not prohibit the discussion or use of curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination.

2. Professional Learning Criteria

- Pursuant to s. 1012.98(3)(a)-(j), F.S., Professional learning activities linked to student learning and professional growth for instructional and administrative staff must meet the following criteria:
- For instructional personnel, utilize materials aligned to the state's academic standards.
 - For school administrators, utilize materials aligned to the state's educational leadership standards.
 - Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
 - Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
 - Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with follow up for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

3. Instructional Personnel and Instructional Strategies

- ☑ Pursuant to s. 1012.98(5)(b)11., F.S., training on instructional strategies to reading coaches, classroom teachers and school administrators must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- ☑ Pursuant to s. 1012.98(10), F.S., Contracted training for teaching foundational skills is to be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training must not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but must not be used to teach word reading.
- ☑ Pursuant to s. 1012.98(5)(b)11., F.S., the professional learning system provides all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f), F.S., which states that for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, an applicant must earn a minimum of two college credits or the equivalent inservice points in evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

4. Third Party Entity Contracting Criteria

- ☑ Pursuant to s. 1012.98(10), F.S., if the school district board contracts with independent entities for professional learning services or inservice education, the school board assures the following:
 - The district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met;
 - The independent entity has at least 3 years of experience providing professional learning with demonstrative success in instructional or school administrator growth;

- The school district will verify, prior to contracting, that the independent entity’s activities linked student growth or professional growth meet the criteria set forth in s. 1012.98(3)(a)-(j), F.S., and set forth in section 2 of this form; and
- Training by the independent entity on foundational skills utilizes the science of reading and does not employ the three-cueing strategy.

DRAFT

Components

Component Title: Art Collaborative

Component Number: 1-000-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Visual Art Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Visual Art Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Art Professional Organization Collaborative

Component Number: 1-000-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping art education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Art Professional Conference

Component Number: 1-000-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping visual arts education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will explore knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Art Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Art of Education Professional Learning

Component Number: 1-000-004

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in online learning opportunities through the Art of Education platform, 2) Deepen understanding of topics such as instructional strategies, assessment techniques, current trends in education, and more, and 3) Explore new teaching material in their content area.

Participants will: 1) Engage in online learning opportunities through the QuaverMusic platform, 2) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will explore knowledge and resources through the online platform. Topics of professional learning include assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Visual Arts Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: CTE (Career and Technical Education) Learning

Component Number: 1-002-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) identify and implement research-based practices to enhance student learning in CTE 2) demonstrate competencies related to planning between Regular Education, Exceptional Student Education, and CTE 3) research, evaluate, and implement models that promote workforce readiness 4) acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom 5) identify and implement reading and math strategies within the CTE classroom 6) develop, participate and implement cross-curricular lessons and labs

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning, 4) Discussions of best practices and gathering resources to help the teacher create a more efficient and effective CTE classroom

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the curriculum frameworks, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: FACTE (Florida Association of Career and Technical Education) Classes

Component Number: 1-002-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: participate in online learning provided by FACTE (Florida Association for Career and Technical Education) to improve student learning and create more efficient and effective classrooms. They will gain a deeper understanding of the practices, standards, and education processes.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will identify and implement research-based practices to enhance student learning in CTE.
- b. Participants will demonstrate competencies related to planning between regular education, exceptional student education, and CTE, and will research, evaluate, and implement models that promote workforce readiness.
- c. Participants will acquire knowledge in and demonstrate the ability to use differentiated instructional strategies in the CTE classroom, and will identify and implement reading and math strategies within the CTE classroom.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: CTE (Career and Technical Education) Career and Technical Student Organizations (CTSO)

Component Number: 01-002-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will support students in extracurricular activities such as Career and Technical Organization (CTSO) that will improve student learning and create more efficient classrooms.

Participants will support students in extracurricular CTE activities (e.g., career and technical student organization activities outside of regular school hours and training related to the supervision of such organizations).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an ongoing spreadsheet with hours and activity details for each event to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Student achievement will increase as evidenced by state, district, and/or school-based assessments
- d. Participants will take knowledge from CTSO activities back to the classroom for co-curricular learning to take place.

Component Title: CTE (Career and Technical Education) College and Career Coaching Support

Component Number: 1-002-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in CTE standards and career paths, student learning and continuous school improvement, and meaningful community engagement 2) Design and implement school-based action steps for CTE teacher support including community experiences and in-school activities 3) Reflect on data and action steps to make adjustments as needed to support CTE teachers in the classroom.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning, 4) CTE event planning

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Help in developing and sustaining Career and Technical Education (CTE) Programs and academies.
- b. Facilitate completion of an action plan, calendar of events, and Program of Studies for Career and Technical Education (CTE) Programs and academies and create, promote, and sustain business and community relationships.
- c. Works with the administrator overseeing the graduation and acceleration rates. Tracks and predicts the graduation rate and all modules to the High School Grading Component throughout the school year.
- d. Assist in proctoring, reporting, and tracking of industry certifications.

Component Title: CTE (Career and Technical Education) Proctoring Industry
Certifications Notebook

Component Number: 1-002-005

Inservice Points: 1

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand what an Industry Certification is and how it fits into CTE pathways 2) read and understand teacher conduct before, during, and after proctoring an industry certification test 3) read and understand proctor conduct and policies with industry certification tests 5) will understand what the testing environment should look like

Participants will complete an online learning notebook, during which they will: 1. Watch a video 2. Read and understand the material 3. Review the material 4. Take a quiz and score 100%, may retake the quiz if a 100% is not obtained.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course quiz to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed by the score on the quiz..
- c. Participants will implement the policies and procedures that are outlined in the notebook.
- d. Student achievement will increase as evidenced by Industry Certification scores.

Component Title: World Language Learning

Component Number: 1-004-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) receive explicit instruction on strategies to facilitate world language learning through comprehensible input, 2) have opportunities to plan the implementation of instructional strategies with the support of facilitators, 3) access academic content standards for student achievement, assessment and tracking student progress.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will identify and implement research-based practices to enhance student learning on World Languages
- b. Participants will participate in the process to select textbooks for adoption in World Languages
- c. Participants will demonstrate knowledge of current copyright procedures and policies in World Languages
- d. Participants will develop knowledge and implement techniques for motivating students to learn World Languages

Component Title: Theatre/Dance Collaborative

Component Number: 1-006-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Theatre/Dance Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Theatre/Dance Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Theatre/Dance Professional Organization Collaborative

Component Number: 1-006-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping theater/dance education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in theater/dance education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Theatre/Dance Conference

Component Number: 1-006-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping Theatre/Dance education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in theater/dance education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Theatre/Dance Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Computational Thinking in Elementary Environments Badge (UNF)

Component Number: 1-007-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will:

1) Decompose real-world problems into manageable sub-problems in order to integrate existing procedures and solutions 2) Solve a variety of non-routine problems and design ways to integrate non-routine problem solving within an elementary environment 3) Compare and refine multiple algorithms for the same task and determine which is most appropriate 4) Create and implement curricula that align computational thinking with other subject areas using both plugged and unplugged approaches to computational thinking.

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact of CT on engagement, motivation and academic success, 2) video examples of the CT in action, 3) engage with CT content as learners and plan on how to provide similar experiences in the classroom across subjects, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants CT practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: High Impact Literacy

Component Number: 1-008-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge in the ELA BEST standards, 2) Review current data and make instructional decisions for small and whole group instruction, 3) Collaborate with other teachers to design engaging lessons.

Participants will participate in multiple sessions each school year to include the following: 1) Aligning tasks to the ELA Benchmarks, 2) Reviewing data for whole and small group instruction, 3) Collaborating with other teachers to intensify Tier 1 instruction, 4) Designing engaging lessons for all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for ELA that lead to increased student achievement, using data (exit tickets, unit assessments, etc.) to reflect on student learning and adjust as needed.
- c. Participants will design and implement learning and teaching using Standards-Aligned Lessons and resources that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Getting Started with K-12 ELA Instruction

Component Number: 1-008-002

Inservice Points: 18

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of how to utilize K-12 Language Arts instructional materials, resources and curriculum guides, 2) Determine essential components of the K-12 Language Arts curriculum, 3) Locate instructional resources guidelines in the ELA Tier 1 Decision Tree, 4) Be able to navigate online platform and teacher edition resources which are available within the K-12 Language Arts curriculum, 5) Collaboratively plan instruction utilizing K-12 Language Arts curriculum guides, resources, and materials.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of K-12 Language Arts instructional materials, resources and curriculum guides to implement instructional tasks and evidence-based practices in the ELA classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ELA Curriculum

Component Number: 1-008-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of how to utilize K-12 Language Arts instructional materials, 2) Determine essential components of the K-12 Language Arts curriculum, 3) Be able to navigate online platforms and teacher edition resources which are available within the K-12 Language Arts curriculum, 4) Collaboratively plan instruction utilizing K-12 Language Arts curriculum guides, resources, and materials.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of K-12 Language Arts instructional materials, resources and curriculum guides to implement instructional tasks and evidence-based practices in the ELA classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Canvas and Content for ELA Dual Enrollment Instructors

Component Number: 1-008-004

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) Receive an overview of the Canvas platform for facilitating English Literature I, II and Composition I & II Dual Enrollment courses, 2) Review college policies and FERPA compliance, 3) Collaboratively plan instruction English Literature I, II and Composition I & II Dual Enrollment courses.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives...
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of English Literature I, II and Composition I & II Dual Enrollment course instructional platform, materials and resources to implement instructional tasks and evidence-based practices in the Dual Enrollment classroom which support school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Strengthening B.E.S.T. Mathematics

Component Number: 1-009-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deeper understanding of B.E.S.T. Standards for Mathematics and the Mathematical Thinking and Reasoning Standards, 2) analyze student data to develop a response plan to meet student needs, 3) strengthen Tier 1 through planning for benchmark-aligned learning and teaching.

Participants can participate in multiple sessions each school year to include the following: 1) Data analysis and response planning, 2) Small group collaborative discussions, 3) Developing differentiated instruction to meet the needs of all students, 4) Incorporating instructional strategies that allow students to use hands on materials and take ownership of learning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitor of discussions, activity artifacts, and reflections on instructional practices.
- c. Participants will design and implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Eureka Math Squared FL B.E.S.T.

Component Number: 1-009-002

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deep understanding of the Eureka Math Squared Curriculum in order to successfully implement in classrooms, 2) navigate the digital platform including lesson slides, resources, and online assessments, 3) strengthen Tier 1 instruction through planning for learning and teaching with the Eureka Math Squared Curriculum.

Participants can participate in sessions each school year to include the following: 1) Becoming familiar with the daily Eureka Structure for teaching and learning the B.E.S.T. Standards, 2) implementing daily lesson resources to engage students, 3) Developing differentiated instruction to meet the needs of all students, 4) Incorporating instructional strategies that allow students to use hands-on materials and take ownership of learning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards that lead to increased student achievement, using data (exit tickets, module assessments, etc.) to reflect on student learning and adjust as needed.
- c. Participants will design and implement learning and teaching using Benchmark-Aligned Eureka Lessons and resources that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: McGraw-Hill Math

Component Number: 1-009-003

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deep understanding of the Florida Reveal Math curriculum and ALEKS online learning in order to successfully implement in classrooms, 2) navigate the digital platform including resources, reports and online assessments, 3) strengthen Tier 1 instruction through planning for learning and teaching with the McGraw-Hill Math Curriculum.

Participants can participate in one session each school year to include the following: 1) Becoming familiar with the Florida Reveal Math lessons for implementation, 2) Accessing resources for developing differentiated instruction to meet the needs of all students, 3) Incorporating data-driven decision making from understanding ALEKS reports.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitor of discussions, activity artifacts, and reflections on instructional practices.
- c. Participants will implement Florida Reveal Math curriculum and ALEKS online learning that lead to increased student achievement, using data (exit tickets, module assessments, etc.) to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: i-Ready Online Learning

Component Number: 1-009-004

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop knowledge and skills in the implementation of i-Ready Mathematics, 2) Plan using the i-Ready Toolbox Standards Aligned resources, 3) Develop knowledge and skills to analyze student data to develop a response plan to meet student needs.

Participants will participate in one session each school year to include the following: 1) Data analysis and response planning, 2) Small group collaborative discussions, 3) Developing differentiated instruction to meet the needs of all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards that lead to increased student achievement, using data (exit tickets, module assessments, etc.) to reflect on student learning and adjust as needed.
- c. Participants will design and implement learning and teaching using Standards Aligned i-Ready resources that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Building Thinking Classrooms Book Study

Component Number: 1-009-005

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) develop strategies to incorporate the Mathematical Thinking and Reasoning Standards in the classroom, 2) learn how to implement the 14 practices from the Building Thinking Classrooms book, 3) reflect on readings to make improvements on learning and teaching

Participants will participate in multiple sessions each school year to include the following: 1) connecting the Mathematical Thinking and Reasoning Standards to the learning environment, 2) collaboration around classroom application, 3) reading and reflection on instructional practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitor of discussions, activity artifacts, and reflections on instructional practices.
- c. Participants will incorporate learning on the Mathematical Thinking & Reasoning Standards that lead to increased student achievement, using data to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: B.E.S.T. Mathematics Standards Notebooks

Component Number: 1-009-006

Inservice Points: 3

Description of Objectives and Activities to be Completed:

Participants will: 1) develop a deeper understanding of B.E.S.T. Standards for Mathematics and the Mathematical Thinking and Reasoning Standards, 2) learn the role of the Best Instructional Guide for Mathematics (B1G-M), 3) plan for benchmark-aligned learning and teaching.

Participants can participate in multiple sessions each school year to include the following: 1) accessing resources to learn about the B.E.S.T. Standards for Mathematics, 2) navigating the B1G-M to gain insights for planning, 3) tools for developing benchmark-aligned lessons.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session through the viewing of videos and interaction with content.
- c. Participants will design and implement benchmark-aligned learning and teaching focused on the B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning
- d. Standards that lead to increased student achievement.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: McGraw-Hill Math: Notebook

Component Number: 1-009-007

Inservice Points: 2

Description of Objectives and Activities to be Completed:

Participants will: 1) learn an overview of the Florida Reveal Math curriculum and ALEKS online learning in order to successfully implement in classrooms, 2) navigate the digital platform including resources, reports and online assessments, 3) strengthen Tier 1 instruction through planning for learning and teaching with the McGraw-Hill Math Curriculum.

Participants can participate in one session each school year to include the following: 1) Becoming familiar with the Florida Reveal Math lessons for implementation, 2) Accessing resources for developing differentiated instruction to meet the needs of all students, 3) Incorporating data-driven decision making from understanding ALEKS reports.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session through the viewing of videos and interaction with content.
- c. Participants will implement Florida Reveal Math curriculum and ALEKS online learning that lead to increased student achievement, using data (exit tickets, module assessments, data reports, etc.) to reflect on student learning and adjust as needed.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Teaching Elementary Mathematics Using Technology Badge (UNF)

Component Number: 1-009-008

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1. Design a mathematical task that is engaging, allows multiple entry points, and effectively models the mathematics being learned; 2. Analyze the effectiveness of virtual and physical mathematical manipulatives to teach mathematics content aligned with current mathematical standards and practices; and 3. Design a problem solving lesson that meaningfully integrates mathematics with other subject areas using technology and manipulatives.

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on access, engagement, motivation and academic success, 2) video examples of the teaching mathematics in action, 3) conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants technology in mathematics practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Music Collaborative

Component Number: 1-010-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Music Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, 2) Design and enact action steps aligned to the FL Music Standards, the CCDS Instructional Vision, and Fine Arts Curriculum, 3) Develop effective instructional strategies, 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning, 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Music Professional Organization Collaborative

Component Number: 1-010-002

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping music education in Florida.

Participants will: 1) Join their respective professional organizations and actively participate in meetings, and collaborate with colleagues statewide, 2) Exploration of evidence-based instructional practices, 3) Data review and action planning for assessment.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in music education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Music Professional Conference

Component Number: 1-010-003

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Deepen understanding of assessment methodologies in the fine arts, 3) Explore innovative instructional strategies in their content area, 4) Stay abreast of current trends shaping music education in Florida.

Participants will: 1) Join their respective professional organizations and attend the professional conference, and collaborate with colleagues statewide, 2) Attend workshops and sessions to engage in topics such as teaching strategies, assessment techniques, technology integration, and diversity, 3) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through workshops/meetings. Engaging in discussions and sharing experiences with colleagues statewide enhances participants' understanding of assessment practices, instructional strategies, and current trends in music, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Quaver Music Professional Learning

Component Number: 1-010-004

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in online learning opportunities through the QuaverMusic platform, 2) Deepen understanding of topics such as instructional strategies, assessment techniques, current trends in education, and more, and 3) Explore new teaching material in their content area.

Participants will: 1) Engage in online learning opportunities through the QuaverMusic platform, 2) Reflection and action planning to evaluate their learning experience and identify actionable strategies to implement in their classrooms.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will be exposed to a wealth of knowledge and resources through the online platform. Topics of professional learning include assessment practices, instructional strategies, and current trends in art education, thereby increasing their knowledge and skills in these areas.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Athletic Coaching Endorsement - Sport Specific Rules and Procedures

Component Number: 1-011-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Select appropriate coaching strategies for students who participate in specific sports, 2) Understand and implement effective athletic assessment of students in a specific sport, 3) Outline the development of effective lessons for athletic students, 4) Distinguish characteristics of positive behavior supports for effective instruction of students in athletics, 5) Define methods used to evaluate student progress and program effectiveness, 6) Analyze and utilize evaluated data when redesigning programs, 7) Utilize data to identify areas of growth and determine effective strategies for students in a specific sport.

Participants will actively engage in instructional inquiry through online modules focused on instructional and coaching improvement and student athletic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Participants will maintain a journal/folder of activities supporting the objectives.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance

Component Title: Athletic Coaching Endorsement- Instruction and Coaching Specific Sport

Component Number: 1-011-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of athletic coaches in the knowledge of instruction and physiological principles applied to coaching a specific sport.

Participants will: 1) Select appropriate instructional strategies for athletic coaching; 2) Outline the development of athletic program philosophy, including goals and objectives; 3) Recognize the importance of pre-assessment/formative assessment in establishing instructional levels; 4) Distinguish characteristics of coaching an activity or sport; 5) List feedback methods used in athletic coaching; 6) Define methods used to evaluate student athletes and program effectiveness; 7) Analyze and utilize evaluated data when redesigning programs; 8) Identify available and suitable professional resources for coaching; 9) Identify basic training principles (e.g. overload, progression, specificity); 10) Identify the variables by which overload can be modified; 11) Evaluate and interpret the results of pre-physical fitness and motor assessments; 12) Using evaluated data, apply principles of training to formulate individual and group conditioning programs; 13) Explain body composition factors related to athletic performance potential including body weight as it affects performance and the percentage body fat related to conditioning; 14) Identify environmental conditions and their effects on personal health, safety, and learning (e.g. temperature, humidity, lighting, etc.).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are developmentally appropriate pertaining to the coaching of a specific sport.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional improvement and student achievement pertaining to the coaching of a specific sport.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the online learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

Component Title: Meeting the Needs of Emergent Learners

Component Number: 1-012-001

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand developmental stages for emergent learners, 2) Understand age-appropriate activities to implement in their classroom, 3) Develop strategies to address behavioral and trauma needs to design supports in the classroom, 4) Create lessons to engage students in learning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants are assessed through an end-of-course quiz with a required 80% mastery score.
- b. Participants will develop lesson plans that will be implemented in the classroom.
- c. Participants' knowledge and skills will be assessed through online learning and assessment, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Reading Competency 1: Foundations for Reading (Reading 40)

Component Number: 1-013-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop substantive understanding of the six components of reading as a process: (comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary), 2) Build their capacity to use and apply explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies aligned with the science of reading for teaching children how to read while addressing the individual learning needs of students including English language learners, students with dyslexia, and students with disabilities and other varying exceptionalities.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Educators will develop a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and implications for students with characteristics of dyslexia.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Reading Competency 2: Application of Evidence-Based Instructional Practices (Reading 40)

Component Number: 1-013-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a substantive understanding of the five essential elements of teaching reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency, 2) Apply effective reading instruction to native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities, 3) Understand the formative assessment process, six components of reading, and Florida’s Formula for Reading Success for effective approaches to teaching reading.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will scaffold student learning by applying the principles of evidence-based reading instruction and engaging in a systematic problem-solving process.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Reading Competency 3: Application of Evidence-Based Instructional Practices (Bankable)

Component Number: 1-013-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop skills and knowledge in using the results of screening, diagnosis, progress monitoring, and outcome reading assessments to guide instructional decision-making in grades K-12, 2) Understand formal and informal assessments necessary for the implementation of quantitative and qualitative instructional assessment to respond to the individual needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

This component does not meet the requirements for the 40-hour in-service identified in Florida Statute 1012.585(3)F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students through a systematic problem-solving process.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Reading Competency 4: Foundations and Application of Differentiated Instruction (Reading 40)

Component Number: 1-013-004

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Prescribe, differentiate instruction, and utilize appropriate strategies and materials from scientifically-based reading research to address prevention, identification, and remediation to plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups in all subject areas, 2) Use best practices in reading instruction to meet the learning needs of native speakers of English as well as English language learners and students with disabilities and other varying exceptionalities.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will have a broad knowledge of students from differing profiles to understand and apply research-based instructional practices by differentiating process, product, and context.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Reading Competency 5: Demonstration of Accomplishment (Reading 40)

Component Number: 1-013-005

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) demonstrate their ability to use scientifically based research and evidence-based instructional practices to address prevention, identification, and remediation of reading difficulties in real-time to increase student performance and close achievement gaps, 2) Understand how to administer assessment and perform data analysis to differentiate instruction for learners from diverse backgrounds.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Complete two case study modules and a comprehensive practicum module, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through discussion boards, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Instruction Aligned to the Science of Reading (Bankable)

Component Number: 1-013-006

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) identify and implement evidence-based, systematic, and explicit reading instructional practices in the content area; 2) Become familiar with Florida’s Formula for Reading Success with emphasis on instructional practice for the six components (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) of reading and how to use the four types of assessment to diagnose student gaps and instructional needs; 3) Gain in-depth knowledge of a variety of instructional strategies within each component of reading; 4) Determine instruction that will deepen and enrich students’ understanding through content area literacy strategies.

*Sessions for this component must meet the criteria for bankable reading points.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through each activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design lesson plans that incorporate instructional strategies that align with the Florida Formula for Reading Success, the Clay County Comprehensive Reading Plan, and the science of reading.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Structured Literacy (Reading 40)

Component Number: 1-013-007

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels, 2) Develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction, 3) Plan and implement strategies to meet the needs of various exceptionalities with persistent reading difficulties including characteristics of dyslexia.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and objectives.
- b. Participants' knowledge and skills will be assessed in each activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design lesson plans that incorporate instructional strategies that are explicit and systematic including multi-sensory approaches to meet the varying student needs to address gaps.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: 11/12th Grade Instruction for Intensive Reading

Component Number: 1-013-008

Inservice Points: 40 points

Description of Objectives and Activities to be Completed:

Participants will: 1) Engage in professional learning designed to develop, increase, and demonstrate knowledge of Structured Literacy, specifically scientifically researched, knowledge-based reading literacy, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies; 2) Utilize materials, specifically Chalk Talk (aligned to the state's academic standards, in particular the foundational reading standards,) which will prepare reading-endorsed teachers to deliver the program as 11th and 12th-grade Intensive Reading core curriculum in alignment with the district's k-12 Comprehensive Evidence-based Reading Plan (CERP); 3) Reflect on data and develop action steps to make adjustments as needed for students to achieve reading proficiency.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning, 4) Design engaging lessons for students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the component activities' effectiveness and objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will implement/deliver the direct instruction curriculum in the Intensive Reading classroom as the Intensive Reading core curriculum in alignment with the district's C.E.R.P.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Emergent Literacy High Leverage Practice

Component Number: 1-013-009

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a substantive understanding of how children learn and grow their speech and language skills; 2) Understand the role of oral language, phonological processing, vocabulary, and print knowledge in literacy development; 3) Apply instructional strategies to build student language development, 4) Design engaging lessons that encompass all components of language acquisition.

Participants can participate in multiple sessions each school year to include the following: 1.) Learn the developmental stages of speech and language; 2.) Plan and implement best practices to teach emergent skills; 3.) Participate in collaborative small group discussion; 4.) Create questions and activities to build language skills to meet the needs of students throughout the developmental stages

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete surveys to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of reflections, response to reflections of others, and teacher created and implemented lesson plans.
- c. Participants will implement best practices in teaching print awareness, alphabet knowledge, oral language, shared storybook reading, reading and writing for preschool age children as is evidenced by follow up sample lessons or student work samples, and/or follow up notes from a walkthrough specifically focused on these areas.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Emergent Literacy Micro-Credential

Component Number: 1-013-010

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge and skills in building children’s print awareness, alphabet knowledge, oral language, shared storybook reading, reading, and writing as it is applied in the school setting for children ages birth through preschool.

Participants will develop and implement lesson plans, engage in academic reading through online modules, review data and develop action plans, and complete online comprehension checks, etc.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete a Pre-Knowledge Assessment and at the end of the module a Post-Knowledge Assessment with a mastery score of 80% or higher.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of reflections, response to reflections of others, and teacher created and implemented lesson plans.
- c. Participants will implement best practices in teaching print awareness, alphabet knowledge, oral language, shared storybook reading, reading and writing for preschool age children as is evidenced by follow up sample lessons or student work samples, and/or follow up notes from a walkthrough specifically focused on these areas.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Engaging Students Through Engaging Instructional Practices in Literacy

Component Number: 1-013-011

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand theoretical foundations of high-level instructional practices, 2) Explore diverse instructional strategies and their applications, 3) Adapt practices to meet diverse student needs, 4) Integrate technology effectively for enhanced learning experiences, 5) Be able to plan and implement these learning strategies to increase student engagement and application of reading skills

Activities will include: 1) Interactive Workshops, 2) Peer Collaboration, 3) Technology Integration Sessions, 4) Reflective Exercises, 5) Lesson Planning and Implementation

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: PDA Differentiating Reading Instruction for Students: Making It Explicit

Component Number: 1-013-012

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties, 2) Understand the instructional design principles and teacher delivery methods that can be applied at appropriate levels of intensity and duration to increase the explicitness and intensity of language arts instruction to achieve optimal results for students who are challenged by learning to read or reading to learn, 3) Determine strategies, strategically integrated skills, and judicious review, delivered with appropriate pacing and precise monitoring, 4) Recognize all parts of carefully scaffolded instruction to ensure that each learner can comprehend increasingly complex text. This component aligns with current Florida reading initiatives and awards credit for competency four of the Florida Reading Endorsement.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S. This component will provide K-12 educators the opportunity to effectively meet the needs of students with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete a case study for implementation in the classroom and complete the course assessment.
- b Participants' knowledge and skills will be assessed during each session activity by monitoring discussions, activity artifacts, and action step development.
- c. Participants will implement instructional strategies
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Leverage Literacy Success Through Small Group Instruction

Component Number: 1-013-013

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills at effectively looking at a combination of data to plan and implement data-driven standards-based small group instruction, 2) Develop their understanding of strong classroom management strategies to allow for small group instruction to take place within their classrooms.

Participants can participate in multiple sessions each school year to include the following: 1) Data analysis and differentiated grouping planning; 2) Collaborative discussions; 3) Developing differentiated instruction to meet the needs of all students; 4) Creating lessons that incorporate multi-sensory and a variety of tasks

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives
- b. Participants' knowledge and skills will be assessed during each session activity through monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to targeting students through small group instruction that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to increase student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: PDA Exploring Structured Literacy, BEES Portal

Component Number: 1-013-014

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will 1) Develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels, 2) Develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S. 3) Plan and implement strategies to meet the needs of various exceptionalities with persistent reading difficulties and disabilities (SWD), including dyslexia, in accordance with the 20-hour in-service requirement identified in Senate Bill 1108 (SB 1108).

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will participate in blended learning models and produce a portfolio of implementation and student work.
- b. Participants will compose a culminating reflection essay to demonstrate knowledge and abilities and how the new learnings will continue to be reflected within their classroom instruction.
- c. Participants will design and implement changes in instructional or learning environment practices within their own classrooms or directly with students.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments due to changes in teacher practice.

Component Title: PDA - Science of Reading - BEESS Portal

Component Number: 1-013-015

Inservice Points: 5

Description of Objectives and Activities to be Completed:

Science of Reading: An Introduction course. Participants will deepen their knowledge about the science of reading, gain an understanding of how the reading brain develops, and take a deeper look into how word recognition and language comprehension are critical to skilled reading. The course will also provide practical ways to incorporate the principles of the science of reading into instruction.

This course is completed through the BEES portal. Once completed please go to the Reading 40 Tile in the portal to upload your certificate on the State Trainings page.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an online course with an end-of-course assessment.
- b. Participants' knowledge and skills will be assessed during each session activity through online coursework with assessments.
- c. Participants will design lesson plans that incorporate instructional practices that align with the science of reading.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Erasing the Misery of Reading and Spelling

Component Number: 1-013-016

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand the underlying causes of reading and spelling difficulties in students, 2) Learn evidence-based strategies for teaching phonemic awareness, phonics, and word recognition, 3) Explore differentiated instruction techniques to meet the diverse needs of learners in the classroom, 4) Apply learned techniques and approaches to effectively teach reading and spelling across different content areas.

Activities: 1) Participants will have opportunities to practice implementing evidence-based instructional strategies, such as multisensory phonics instructions and vocabulary development techniques, 2) Explore strategies and structures to teach multi-syllabic words.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Science Curriculum Instruction

Component Number: 1-015-001

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in opportunities to deepen their understanding of state science standards, 2) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 3) Create appropriate 5-E lesson plans aligned to state benchmarks.

Participants will have multiple opportunities throughout the year that will include: 1) textbook-specific instruction, 2) engagement strategies utilizing supplemental resources.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the component objectives.
- b. Participants' knowledge and skill will be assessed throughout the course through completion of skill-based tasks and activities.
- c. Participants will reflect on what practice or skill will be immediately implemented in their classroom based on the learning, collaboration, and activities of the course.
- d. Student achievement will increase as evidenced by State, District, and/or Local assessments.

Component Title: Science Collaboratives

Component Number: 1-015-002

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in opportunities to deepen their understanding of state science standards, 2) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 3) Create appropriate 5-E lesson plans aligned to state benchmarks, 4) Reflect on data and action steps to make adjustments as needed to achieve school/classroom improvement goals.

Participants will have multiple opportunities throughout the year that will include: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action response planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Science Benchmarks, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/ classroom improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Science Cohorts

Component Number: 1-015-003

Inservice Points: 24

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in opportunities to deepen their understanding of state science standards, 2) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 3) Create appropriate 5-E lesson plans aligned to state benchmarks, 4) Reflect on data and action steps to make adjustments as needed to achieve school/classroom improvement goals, 5) Strengthen leadership skills through their opportunities for followup work with their learning teams.

Participants will have multiple opportunities throughout the year that will include: 1) Exploration of evidence-based instructional practices, 2) Small group collaborative discussions, 3) Data review and action response planning, 4) Studying leadership skills and exercises.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the component objectives.
- b. Participants' knowledge and skill will be assessed throughout the course through completion of skill-based tasks and activities.
- c. Participants will reflect on what practice or skill will be immediately implemented in their classroom based on the learning, collaboration, and activities of the course.
- d. Student achievement will increase as evidenced by State, District, and/or Local assessments.

Component Title: Science Instructional Best Practices

Component Number: 1-015-004

Inservice Points: 3

Description of Objectives and Activities to be Completed:

Participants will: 1) engage in learning opportunities that show how the District-adopted science curriculum supports benchmark-aligned instruction, 2) Create appropriate 5-E lesson plans aligned to state benchmarks, 3) Use district-aligned research-based resources to strengthen daily classroom instruction and, 4) Use research-based resources to create a positive, collaborative, classroom climate.

Participants will have multiple opportunities throughout the year that will include: 1) research-based resource studies, 2) engagement strategies utilizing supplemental resources, 3) behavior strategies using the district's vision and supporting documentation.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the component objectives.
- b. Participants' knowledge and skill will be assessed throughout the course through completion of skill-based tasks and activities.
- c. Participants will reflect on what practice or skill will be immediately implemented in their classroom based on the learning, collaboration, and activities of the course.
- d. Student achievement will increase as evidenced by State, District, and/or Local assessments.

Component Title: 24-25 Social Studies Collaboratives

Component Number: 1-016-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in Florida Social Studies Content, Student Learning, Continuous School Improvement; and the Learning Environment ; 2) Design and enact school and classroom-based action steps aligned to FL SS standards, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve school/classroom improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and response planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: 24-25: Social Studies Guided Curriculum Development

Component Number: 1-016-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Learn the basics of curriculum development methods; 2) Develop skills to design engaging and effective curricula for all students; 3) Gain hands-on experience in planning, developing, and assessing curriculum.

Participants will participate in sessions each school year to include the following: 1) Exploration of evidence-based curriculum development approaches; 2) Small group collaborative discussions around aligning curriculum with the benchmarks and pacing; 3) Planning for and designing resources aligned to state standards.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: 24-25: Social Studies Guided Curriculum Implementation

Component Number: 1-016-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge around their content-specific Social Studies curriculum; 2) Collaborate with colleagues to share insights, resources, and successful practices in curriculum implementation; 3) Reflect on their experiences in planning for and implementing curriculum to identify areas of strength and improvement in their implementation process.

Participants will participate in sessions each school year to include the following: 1) Utilize a variety of resources such as textbooks, online databases, and professional learning materials to enhance knowledge in this area; 2) Participate in whole group and small group discussions to share current practices; 3) Participate in small group discussions to identify areas of strength and opportunities for growth when implementing curriculum.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to the FL SS standards, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Writing with the BEST K-12

Component Number: 1-017-001

Inservice Points: 60 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the B.E.S.T. benchmarks for writing, 2) Develop an understanding of evidence-based practices for teaching writing to K-12 students, 3) Design writing tasks which integrate reading and writing, 4) Reflect on how to use writing rubrics to analyze student writing and inform instruction and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will utilize their understanding of the B.E.S.T. benchmarks for writing and writing rubrics to design benchmark-aligned writing tasks, implement evidence-based writing instruction, and reflect on student writing to inform instruction in order to achieve school improvement goals
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Access Points Standards in Inclusion

Component Number: 1-100-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Access Points Standards, 2) Design and enact instructional plans aligned to access points standards, 3) Reflect on data and action steps to make adjustments as needed for student achievement.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for students with significant cognitive disabilities, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through group discussions and activities.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Gifted Competency 2 - Curriculum and Instruction

Component Number: 1-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Curriculum and Instructional Strategies for Teaching Gifted Students provides an analysis of curriculum modifications for gifted learners based on the National Association for Gifted Children (NAGC) Standards for Graduate Programs in Gifted Education. Participants will be able to demonstrate adaptations in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Ultimately, course participants will design units of instruction that are powerful, aligned, engaging, authentic, and challenging. Participants will be able to demonstrate modifications in the content, process, product, affect, and learning environment of the classroom and curricula as they relate to gifted learners. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) Identify characteristics of students identified as gifted with a focus on the implications for learning and curricular issues. 2) Demonstrate understanding of the terminology used in the development of curriculum for students who are gifted, including such terms as acceleration, enrichment, and differentiation. 3) Demonstrate awareness and knowledge of appropriate resources and materials for developing curriculum and facilitating learning for students who are gifted. 4) Demonstrate the ability to develop a unit of instruction aligning curricular components—including objectives, introduction, teaching strategies, learning activities, products, resources, and assessments—to meet the cognitive and affective needs of students who are gifted. 5) Demonstrate knowledge of a continuum of services to support the needs and interests of students who are gifted. 6) Demonstrate the ability to identify student outcomes, evaluate student progress, and develop an appropriate Educational Plan (EP).

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally,

each participant will complete one or more of the following:

- i. Develop an action plan for demonstrating the objectives in the workplace.
- ii. Maintain a journal/folder of activities supporting the objectives.
- iii. Other as determined by the instructor.
- iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

Component Title: School Assessment Coordinator Trainings

Component Number: 01-401-002

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their skills in interpretation of Florida Assessment of Student Thinking (FAST) implementation, 2) Be able to use TIDE in preparation for the FAST and BEST Assessments, 3) Be able to support school based proctors for FAST and BEST Assessments, 4) Be up-to-date on State assessment requirements, 5) Ensure percentages of student completion meet state requirements.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices, 2) Small group collaborative discussions.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and assessment implementation.
- c. Participants will design and enact action steps that increase assessment participation.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Information Literacy

Component Number: 1-407-001

Inservice Points: 120 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and implement research-based practices to enhance student learning in information literacy; 2) Describe the process used to select materials for the media center; 3) Demonstrate knowledge of current copyright procedures and policies; 4) Develop knowledge and implement techniques for motivating students in library media/information literacy; 5) Create more efficient and effective learning environments at all grade levels.

Participants will participate in multiple sessions each school year to include the following: 1) Implement instructional strategies that will create a more individualized learning environment; 2) Evaluate effective research-based instructional strategies; 3) Collection development discussions.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed each session activity through the monitoring of discussions, activity artifacts, and action step developments.
- c. Participants will design lessons related to information literacy to improve student achievement, curate a library collection reflective of community needs, and design a school-wide reading motivation program.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Integrated Guided Curriculum Implementation

Component Number: 1-408-001

Inservice Points: 18

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge around their content-specific curriculum; 2) Collaborate with colleagues to share insights, resources, and successful practices in curriculum implementation; 3) Reflect on their experiences in planning for and implementing curriculum to identify areas of strength and improvement in their implementation process.

Participants will participate in sessions each school year to include the following: 1) Utilize a variety of resources such as textbooks, online databases, and professional learning materials to enhance knowledge in this area; 2) Participate in whole group and small group discussions to share current practices; 3) Participate in small group discussions to identify areas of strength and opportunities for growth when implementing curriculum.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, self-reflection, and action step development
- c. Participants will take ownership of their learning through designing and enacting action steps aligned to their current benchmarks, CCDS Instructional Vision, and School Improvement
- d. Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school/classroom improvement goals.
Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: AICE Subject-Area Best Practice Roundtable

Component Number: 1-408-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in instructional strategies to support the Advanced International Certificate of Education (AICE) in the following subject areas: English Language; English Literature; General Paper; Global Perspectives; Chemistry; Biology; Physics; Geography; European History; US History; Spanish; Thinking Skills; Math 1; International History; and Psychology, 2) Design and enact school-based action steps aligned to best practices , 3) Reflect on data and action steps to make adjustments as needed to improve district-wide consistency in implementing the AICE curriculum.

Participants will participate in sessions to include the following: 1) Exploration of evidence-based instructional practices. 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL Endorsement: Methods of Teaching ESOL

Component Number: 1-700-001

Inservice Points: 60 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand and practice the effective methodology for teaching English to students that speak other languages, 2) Outline the development of effective curriculum and design for students that are speakers of other languages, 3) Identify characteristics of positive behavior supports for effective instruction of students that limited English proficiency, 4) Define methods used to evaluate student progress and program effectiveness, 5) Analyze and utilize evaluated data when redesigning programs, 6) Identify areas of growth and determine effective strategies for students that are ESOL.

Participants will participate in multiple sessions each school year to include the following: 1) Weekly professional readings through a virtual format, 2) Weekly supplemental materials, including but not limited to, websites, articles, and videos, 3) Responses to all required assignment prompts with compelling, reflective insights.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will use the knowledge to increase their efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL: Understanding & Implementing ESOL Instruction

Component Number: 1-700-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the WIDA Language Standards, 2) Develop their understanding of academic content standards for English Language Learners, 3) Develop their knowledge of the 6 Levels of English Language Proficiency and their descriptors, 4) Develop their understanding of planning comprehensible instruction using the English Language Proficiencies, 5) Develop their understanding of designing and implementing comprehensible instructional opportunities and strategies for developing progress towards or mastery of academic content standards.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for English Language Development, 2) Small group collaborative discussions, 3) Data review and action planning, 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and comprehensible instructional practices.
- c. Participants will design and implement comprehensible instructional opportunities through the use of scaffolding up and instructional practices aligned to the content area standards that lead to increased student achievement, using data and school-based classroom walkthroughs to reflect on the instructional practices and make adjustments as needed to increase English Language Learners' content knowledge.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: ESOL Endorsement: Testing and Evaluation

Component Number: 1-701-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand and implement effective testing and evaluations methods for students that are ESOL, 2) Outline the development of effective assessments for students that are speakers of other languages, 3) Distinguish characteristics of positive behavioral supports for effective progress monitoring of students that have limited English proficiency, 4) Define methods used to evaluate student progress and program effectiveness, 5) Analyze and utilize evaluated data when redesigning programs, identifying areas of growth and determining effective strategies for students that have limited English proficiency.

Participants will participate in multiple sessions each school year to include the following: 1) Complete weekly assignments through the virtual format, 2) Review all materials, including but not limited to, websites, articles, and videos, 3) Respond to all required assignment prompts with compelling, reflective insights

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and reflective responses.
- c. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL Endorsement: Applied Linguistics

Component Number: 1-702-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand and practice the applied linguistics for teaching English to students that speak other languages, 2) Outline the implementation of applied linguistics for students with limited English proficiency, 3) Distinguish characteristics of positive behavior supports for effective instruction of students that are ESOL, 4) Utilize data and identify areas of growth to determine effective strategies for students that are ESOL.

Participants will: 1) Complete weekly assignments through the virtual format, 2) Review all materials, including but not limited to, websites, articles, and videos, 3) Respond to all required assignment prompts with compelling, reflective insights.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- b. Participants will interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
- c. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- d. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

Component Title: ESOL: English Language Development (ELD) & Curriculum

Component Number: 1-702-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of the WIDA Language Standards, 2) Develop their understanding of planning, utilizing, and facilitating English Language Development using adopted curriculum and resources, 3) Develop their understanding of designing and implementing instructional opportunities and strategies for English Language Development.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices for English Language Development, 2) Small group collaborative discussions, 3) Data review and action planning, 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, instructional practices and curriculum implementation.
- c. Participants will design and implement instructional opportunities aligned to the WIDA Language Standards that lead to increased student achievement, using data and school-based classroom walkthroughs to reflect on the instructional practices, curriculum implementation and make adjustments as needed to increase English language acquisition.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL Endorsement: Curriculum and Materials Development

Component Number: 1-703-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Select appropriate accommodations and modifications for students that speak English as a second language, 2) Outline the development of effective curriculum and design for students with limited English proficiency, 3) Distinguish characteristics of effective instruction of students that are ESOL, 4) Analyze and utilize evaluated data when redesigning programs and determine effective strategies for students that are ESOL.

Participants will: 1) Complete weekly assignments through a virtual format, 2) Review all materials, including but not limited to, websites, articles, and videos, 3) Respond to all required assignment prompts with compelling, reflective insights.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- c. Participants will interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL: For Category III Teachers

Component Number: 1-704-001

Inservice Points: 18

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify appropriate accommodations and modifications for students that speak English as a second language, 2) Understand and practice the effective methodology for teaching English to students that speak other languages, 3) Implement effective curriculum and design for students that are speakers of other languages, 4) Define methods used to evaluate student progress and program effectiveness, 5) Analyze and utilize evaluated data when redesigning programs to identify areas of growth and determine effective strategies for students that are ESOL.

Participants will participate in an 18-hour professional learning session, where they will 1) actively participate in weekly virtual activities, including but not limited to on-line articles, websites, and videos, 2) complete weekly assignments, based on new learning, 3) provide thoughtful, reflective responses.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives,
- b. Changes in instructional practices and teacher efficacy as measured by weekly lesson planning, implementation of said lesson plans, and participation in reporting students' results of instruction.
- c. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning,
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESOL Endorsement: Cross Cultural Communications

Component Number: 1-705-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand and practice cross-cultural communication skills for students that are ESOL, 2) Outline the development of effective curriculum and design that incorporates cross-cultural communication skills, 3) Analyze and utilize evaluated data when redesigning programs to determine effective strategies for students that are English language learners

Participants will: 1) Complete weekly assignments through a virtual format, 2) Review all materials, including but not limited to, websites, articles, and videos, 3) Respond to all required assignment prompts with compelling, reflective insights.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants will use the knowledge to increase teacher efficacy in the area of teaching English language learners.
- c. Participants will interact with the instructor to increase understanding of differentiating instruction in the areas of listening, speaking, reading, and writing.
- d. CCDS Professional Development Department will oversee the results of impact data to determine additional professional development needs as well as to determine next steps for this course.

Component Title: Developing Creativity and Innovation in Elementary STEM Classrooms (UNF)

Component Number: 2-007-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will:

- Explain key concepts in creativity and innovation and their applications
- Use creativity techniques to solve authentic problems in STEM
- Evaluate materials and resources relevant to teaching creativity processes and innovation strategies in elementary classrooms
- Describe strategies for fostering creative and innovative thinking in elementary STEM classrooms through inquiry
- Develop a mindset that values creativity, innovation, discovery, and invention

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of creativity and innovation in instruction, 2) video/media examples of creative and innovative classrooms, 3) develop engaging and innovative lessons using case study examples , 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants innovative and creative instructional design practices and pedagogy will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Athletic Coaching Endorsement-Injury Care and Prevention

Component Number: 2-011-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about how to care for and prevent athletic injuries.

Participants will: 1) Select appropriate care strategies for athletics who get injured; 2) Understand and implement effective assessment of athletic injuries so that proper care can be provided to students; 3) Outline the development of effective injury prevention strategies to be followed by coaches; 4) Define methods used to evaluate student progress and program effectiveness; 5) Analyze and utilize evaluated data when redesigning programs; 6) Utilizing data, identify areas of growth and determine effective strategies for the care and prevention of athletic injuries.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional and coaching improvement and student athletic achievement.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

Component Title: Athletic Coaching Endorsement- Coaching Theory and Practice

Component Number: 2-011-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

To broaden professional competencies of teachers who want to acquire the athletic coaching endorsement. Coaches will learn about coaching theory and practice.

Participants will: 1) Select appropriate coaching strategies for students who participate in athletics; 2) Understand and implement effective athletic assessment of students in order to create a united team; 3) Outline the development of effective lessons for athletic students; 4) Distinguish characteristics of positive behavior supports for effective instruction of students in athletics; 5) Define methods used to evaluate student progress and program effectiveness; 6) Analyze and utilize evaluated data when redesigning programs; 7) Utilizing data, identify areas of growth and determine effective strategies for students in athletics.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will develop and implement activities for students that are targeted at increasing the academic and athletic achievement of students.
- b. Teachers will engage actively in instructional inquiry in the context of online coursework, focused on instructional and coaching improvement and student athletic achievement.
- c. Participants will develop an action plan for demonstrating the objectives in the workplace.
- d. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

Component Title: FEA 40-hour Reading/ESE Course

Component Number: 2-013-001

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction that develops phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies, 2) Learn instructional practices that focus on oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension, 3) Develop knowledge about The Science of Reading as well as interventions required for students with reading challenges including ELLs, dyslexia, ADHD, SLD, and additional special needs.

Participants will participate in face-to-face and virtual workshops which include the following: 1) Exploration of evidence-based reading instruction, 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and implement lesson plans aligned CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the lessons and make adjustments as needed to increase student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Job Embedded Language Essentials for Teachers of Reading and Spelling (LETRS)

Component Number: 2-013-002

Inservice Points: 300 (220 bankable, 40 SWD/Reading 40, 40 Reading 40)

Description of Objectives and Activities to be Completed:

Participants will: 1) Demonstrate deep and comprehensive knowledge and understanding of how children learn to read and write based on the Science of Reading, 2) understand that reading is an ongoing strategic process taught through knowledge and practice with fluency approaches, teacher modeling, guided practice, writing, listening, and speaking activities, 3) Learn that teaching children how to read requires multisensory learning, explicit instruction, modeling, and practice with scaffolds (responsive teaching) and differentiation, 4) Learn how to effectively meet the needs of students with persistent reading difficulties and disabilities, including dyslexia.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete Language Essentials for Teachers of Reading and Spelling (LETRS) and develop a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and implications for students with characteristics of dyslexia.
- b. Participants' knowledge and skills will be assessed during session activity by monitoring discussions, activity artifacts, and pre/post assessments.
- c. Participants' knowledge and skills will be assessed through in person training, online learning and assessment, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: LETRS for Early Childhood Educators Course

Component Number: 2-013-003

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will: 1) Demonstrate deep knowledge and clarity of effective skills necessary to prepare the youngest learners for success in kindergarten and beyond by providing the “why” and “how” of early literacy instruction across all domains: language, literacy, cognitive, motor, social, and emotional, 2) Understand the development of oral language, print knowledge, alphabet learning, and writing skills, 3) Learn the “why” and “how” of early literacy instruction across all domains: language, literacy, cognitive, motor, social, and emotional, 4) Learn instructional strategies to build oral language foundations include language facilitation techniques, questioning routines, and interactive storybook reading procedures.

This component will provide PreKindergarten educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators to build language and cognitive skills through a balance of teacher and student-centered social, emotional, and physical development essential for young children before learning to read and write. Teachers will strengthen their knowledge in early literacy skills and oral language development including phonology, semantics, morphology, syntax, prosody, and the developmental stages of phonological and phonemic awareness. Mastery shown through post assessment.
- b. Participants' knowledge and skills will be assessed during session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through in-person training, online learning and assessment, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Language Essentials for Teachers of Reading and Spelling (LETRS) for Administrators

Component Number: 2-013-004

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Understand the overview of the LETRS® for teachers course designed to improve teacher skills/knowledge, 2) Create a Multi-Tiered System of Support (MTSS) and structures to improve overall literacy instruction, 3) Build a strong literacy plan focused on the foundational skills of reading instruction, 4) LETRS® for Administrators will assist school leaders in developing, increasing, and demonstrating knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction, 5) Build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have systemic impact on student literacy achievement. It is a comprehensive, flexible, research-based, and relevant professional learning course of study.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statutes. 1012.585(3) F.S.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete Language Essentials for Teachers of Reading and Spelling (LETRS) for Administrators to develop a substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary and implications for students with characteristics of dyslexia. Leaders will build a strong literacy plan to strengthen a Multi-Tiered System of Support.
- b. Participants' knowledge and skills will be assessed during session activity by monitoring discussions, activity artifacts, and action step development.
- c. Participants' knowledge and skills will be assessed through in-person training, online learning and assessment, activity artifacts, and reflection on application.
- d. Student achievement will increase as evidenced by state, district, and school-based assessments

Component Title: Literacy Coach Endorsement

Component Number: 2-013-005

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Improve coaching knowledge and skills by engaging in reading, analyzing videos, participating in activities related to standards collaboratively, and developing culminating projects to support the implementation of strategies, 2) Complete state-approved pathways that meet the criteria of the Florida Literacy Coaching Endorsement, 3) Be able to understand fostering a positive culture, apply effective pedagogy, collect data and design instruction practices, and plan, implement, and analyze standards-based literacy instruction.

The completion of the approved courses meets the requirements for continued professional growth to increase knowledge of and ability to apply effective pedagogy and andragogy. The role of the literacy coach is defined by State Board Rule 6A-6.053, F.A.C. The CARES Act established the initiative to develop endorsement courses.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices.
- b. Participants will collect and use data on instructional practices to inform and implement professional learning opportunities. This work will be monitored through discussions, artifacts, and action-step planning.
- c. Participants will lead learning with teachers and the literacy team to increase greater efficacy for instructional staff. This is monitored through session, teacher, and administrator feedback.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Literacy Coach Endorsement Train-the-Trainer

Component Number: 2-013-006

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants must have a Literacy Coach Endorsement. Participants will: 1) Complete train-the-trainer modules to be able to provide district-based learning for others in Literacy Coach Endorsement, 2) Build upon prior learning for effective literacy coaching to improve coaching knowledge and skills by engaging in reading, analyzing videos, and developing calumniating projects, 3) Build facilitation skills to be able to guide the learning of a coach cohort in the state-approved endorsement work.

Participants must be certified or endorsed in reading (Reading Endorsement must be on Florida Professional Certificate). For district literacy leaders to become a facilitator, the following minimum qualifications are required: 1) Five (5) years of literacy teaching experience; 2) Three (3) years of literacy coaching experience and leading professional learning in literacy; 3) Possess extensive knowledge in: 1) Science of reading; 2) Evidence-based practices as defined pursuant to s. 1011.62(8), F.S.; and Literacy coaching.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Complete a state train-the-trainer course to deepen coaching techniques, pedagogy, and facilitation of a coach endorsement course as approved by the state of Florida.
- b. Participants are expected to pass a comprehensive assessment to certify their knowledge of literacy instruction and coaching.
- c. Participants will create data-driven action steps and implement coaching cycles with teachers creating performance tasks and feedback documentation.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Component Number: 2-100-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings, 2) Increase the knowledge and skills of the functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed, 3) Reflect on evidence-based instructional strategies to develop communication, social, self-help, and academic skills linked to behavioral needs.

Participants will:

- 1) Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
- 2) Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior.
- 3) Define applied behavioral analysis.
- 4) Describe possible reasons for self-stimulatory, repetitive behaviors.
- 5) Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
- 6) Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
- 7) Describe methods for identifying reinforcers including parent input.
- 8) Develop a classroom token economy system that incorporates different schedules of reinforcement.
- 9) Plan instruction for social skills.
- 10) Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
- 11) Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
- 12) Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
- 13) Identify proactive and preventative methods for addressing problem behaviors.
- 14) Describe visual strategies that may prevent inappropriate behavior.
- 15) Identify, define, and prioritize target behaviors.
- 16) Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
- 17) Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
- 18) Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
- 19) Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).

20) Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each activity through the monitoring of discussions, oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- c. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.

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Component Title: High Leverage Practices (HLPs)

Component Number: 2-100-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of High Leverage Practices in the areas of: Collaboration; Assessment; Social Emotional, and Instructional, 2) Design and enact action steps aligned to the HLPs to support all learners, 3) Reflect on data and action steps to make adjustments to instruction to ensure student success.

Participants will have the opportunity to participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based High Leverage Practices, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the HLPs and CCDS Instructional Vision, that lead to increased student achievement, using data to reflect and make adjustments to instruction as needed to ensure student success.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: ESE Summer Summit

Component Number: 2-100-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in various areas of Exceptional Student Education, 2) Design and enact action steps aligned to best practices when working with students with disabilities, 3) Reflect on data and action steps to make adjustments as needed to support students with disabilities.

Participants will have the opportunity to participate in multiple sessions throughout the year that may include the following: 1) Exploration of evidence-based practices to support students with disabilities, 2) Collaborative discussions, and 3) Data review and action planning to support all students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps to implement best practices for students with disabilities, and that are aligned to the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to ensure student success.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: BEESS SWD (Bankable)

Component Number: 2-100-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with disabilities through a variety of online courses, 2) Design and enact action steps aligned to instruction for students with disabilities, 3) Reflect on data and action steps to make adjustments as needed to exceptional student education services.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices for SWD, 2) Review content-related activities and assessments to support SWD, and 3) Data review and action planning to support learners with exceptionalities.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Autism Modules

Component Number: 2-100-005

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with disabilities through a variety of online courses, 2) Design and enact action steps aligned to instruction for students with autism spectrum disorder (ASD), 3) Reflect on data and action steps to make adjustments as needed to exceptional student education services.

Participants will have the opportunity to engage in multiple courses each school year to include the following: 1) Exploration of evidence-based instructional practices for students with disabilities, 2) Review content-related activities and assessments to support SWD, and 3) Data review and action planning to support learners with exceptionalities.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Reading Difficulties, Disabilities, and Dyslexia

Component Number: 2-100-006

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase their ability to respond to the needs of students with reading difficulties and disabilities through an online course; 2) Design and enact action steps aligned to literacy instruction through a multi-sensory approach for struggling students; 3) Reflect on data and action steps to make adjustments to reading instruction as needed to meet the needs of all learners.

Participants will have the opportunity to engage in the course to include the following: 1) Exploration of evidence-based instructional reading practices for students with difficulties and/or disabilities; 2) Review content-related activities and assessments to support struggling readers; and 3) Data review and action planning to support learners with a multi-sensory literacy approach.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Structured Literacy Through a Multi-Sensory Approach

Component Number: 2-100-007

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deeper knowledge of how to build foundational reading skills; 2) Explore tools and resources to use multisensory structured literacy instruction to close the achievement gap between struggling readers, including students with disabilities and dyslexia, and their grade level peers; and 3) Review each component of structured literacy with examples of evidence based multisensory instruction in each unit that build on one another systematically.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through course assessment checks.
- c. Participants will design and enact action steps aligned to responding to the needs of students with reading difficulties and/or disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: High Leverage Practices Badge (UNF)

Component Number: 2-100-008

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of HLPs, 2) Be introduced to the research from the Cedar Center on HLPs 3) Explore how HLPs help teachers to target and meet the needs of diverse students 4) Design instruction based on the 4 HLP domains 5) Use case studies to better understand how to enact and monitor the effects of HLP's on student success

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on engagement, motivation and academic success, 2) video examples of HLPs in action, 3) conduct a classroom-audit of current practices and where HLPs can be incorporated, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints

Participants HLP integration will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)

Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Intro to ESE: Demystifying Special Education (UNF)

Component Number: 2-103-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in ESE, 2) Demystify legal jargon of special education 3) Explore historical roots of special education 4) Learn the basics of accommodations, modifications & IEPs 5) Enact and Monitor the effects of meeting individual needs in the classroom

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of history of ESE, 2) video examples of the accommodations and modifications in action, 3) conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants ESE practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Gifted Competency 5 - Theory of Creativity

Component Number: 2-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Theory and Development of Creativity is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. There is flexibility in the course pace depending on the specific needs of the participants and the nature of the instructional setting. The course facilitator is expected to be knowledgeable in the field of giftedness and gifted education. A variety of learning activities is included. Course facilitators may determine which activities are appropriate based on the needs and experiences of the participants. Participants will develop an awareness of valuing creativity, clarifying creativity, understanding the elements of creativity, cultural conceptions of creativity, and assessing creativity. They will also learn how to foster a creative learning environment, nurture and develop creativity, identify goals, and use evaluation procedures. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) Knowledge of the nature and definition of creativity; 2) Self-reflection and strategies to enhance personal creativity; 3) Ideas and strategies for teaching students to develop and use their creativity.

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.
- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated

through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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Component Title: Gifted Competency 4 - Special Populations

Component Number: 2-106-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Education of Special Populations of Gifted Students course provides an overview of the challenges and issues that face diverse populations of gifted students as they struggle to gain acceptance, recognition, and access to appropriate gifted education to meet their individual needs. It incorporates central issues in multicultural education that examine questions of equity and excellence; prejudice and stereotyping of special populations; and lack of awareness, understanding, and recognition manifested in discriminatory practices on the national, state, and local levels. It examines policies and procedures to screen, identify, and provide appropriate modifications to curriculum for these diverse gifted students, and concludes with a view of how to evaluate effective practices and exemplary programs for special populations of gifted students. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) The teacher’s own prejudices and stereotypes concerning students who are diverse and gifted; 2) The development of intercultural competence in the teacher and advocacy for underserved populations of gifted students; 3) The cognitive, physical, and affective characteristics of diverse gifted children; 4) Skills to assist in the screening and identification process; 5) The process and content of individual psychological testing and assessment in the identification of the gifted; 6) The essential role of collaboration in supporting the needs of children from diverse populations who are gifted; 7) Knowledge of issues involved with the planning, development, and implementation of services for diverse gifted children.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.
- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in

the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.

d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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Component Title: OneClay Vision Strong Instructional Practices

Component Number: 2-408-000

Inservice Points: 24

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of strong instructional practices such as: 1) grade-level tasks/rigorous content, academic ownership, student engagement, and demonstration of understanding; 2) Design and enact action steps aligned to the CCDS Instructional Vision; 3) Reflect on data and action steps to make adjustments as needed to achieve instructional improvement goals.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Beginning Educator Induction

Component Number: 2-408-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design and Lesson Planning, The Learning Environment, Instructional Design and Facilitation, Assessment, Continuous Improvement, Responsibility, and Ethical Conduct, 2) Understand the Vision for Instruction, 3) Design and implement a positive classroom management plan, 4) Develop standards aligned lesson plans, 5) Determine methods for checking for understanding, analyzing data, and responding to students, 6) Understand the obligations of the profession and expectations for highly effective educators

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based classroom management and instructional practices, 2) Debrief models/examples and non-examples, 3) Small group collaborative discussions, 4) Data review and action planning, 5) Reflection and celebrations of growth.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FEAPS, CCDS Instructional Vision, and teacher support continuum that lead to increased teacher proficiency and student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Professional Learning Communities

Component Number: 2-408-003

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) work collaboratively within a professional learning community through inquiry cycles focused on the 4 Critical PLC questions, Collaborative Team Actions, and the OneClay Vision of Instruction; 2) Learning teams will Design and enact action steps to increase collective teacher efficacy and student achievement; 3) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions focussed on the 4 Critical PLC questions and Collaborative Team Actions; 3) Data review and action planning, 4) Student work analysis protocols

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: New Teacher Network: Professional Learning Certification Program

Component Number: 2-408-004

Inservice Points: 24

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design and Lesson Planning, The Learning Environment, Instructional Design and Facilitation, Assessment, Continuous Improvement, Responsibility, and Ethical Conduct, 2) Plan utilizing the practice profiles: explicit, systematic, scaffolding, corrective feedback, and differentiated instruction, 3) Refine communication and management plans to foster positive relationships, 4) Determine highly effective instructional strategies that compliment intended instructional outcomes, 5) Plan to meet the needs of all learners through universal design, scaffolding, and differentiation of lessons

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based classroom management and instructional practices, 2) Debrief models/examples and non-examples, 3) Small group collaborative discussions, 4) Completion of artifacts and evidence in demonstration of mastery of PLCP tasks, 5) Engagement structures and strategies, 6) Reflection and celebrations of growth.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and implementation reflections submitted as coursework in accompanying PLCP modules.
- c. Participants will design and enact plans that demonstrate their competence with the FEAPS which will be submitted with the PLCP course platform.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Introduction to Instructional Strategies Notebooks

Component Number: 2-408-005

Inservice Points: 10

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): Instructional Design & Facilitation and Assessment, 2) Be introduced in more depth to OneClay Vision for instruction elements and the Principles of strong instruction, 3) Consider the impact of teacher intentional planning on management and engagement, 4) Develop and enact specific action steps based on learning to improve instructional practices and student achievement.

Participants will participate in a series of self-paced learning session to include the following: 1) Exploration of engagement and monitoring progress on student ownership, motivation, and achievement, 2) Video examples of the instructional practices in action, 3) Conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the instructional practices audit and by following the steps to review data, as well as with feedback which seeks participant evaluation of impact of course.
- c. Participants application of instructional strategies will increase as evidenced by district walkthrough dashboard of classroom informal observations
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Universal Design For Learning Badge (UNF)

Component Number: 2-408-006

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in UDL, 2) Be introduced to the three principles 3) Explore strategies for implementation 4) Identify and reduce barriers through mindset development 5) Enact and Monitor the effects of UDL on classroom success

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on engagement, motivation and academic success, 2) video examples of the UDL in action, 3) conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints

Participants UDL practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)

Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Multi-Tiered Systems of Support (MTSS) Badge (UNF)

Component Number: 2-408-007

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in Multi-Tiered Systems of Support (MTSS), 2) Be introduced to the core MTSS principles 3) Explore strategies to identify needs of students 4) Design instruction to meet those student needs 5) Use case studies to better understand how to enact and monitor the effects of MTSS on classroom success

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on engagement, motivation and academic success, 2) video examples of MTSS in action, 3) conduct a classroom-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants UDL practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Facilitating High Quality Professional Learning

Component Number: 2-517-001

Inservice Points: 25 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in designing and facilitating high quality professional learning experiences; 2) Design and facilitate professional learning opportunities that align and support school improvement efforts; 3) Collect and reflect on data to create action steps and adjustments needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based professional learning experiences and instructional practices; 2) Small group collaborative discussions; 3) Implementation of professional learning opportunities; 4) Data review and action steps; 5) Facilitated reflection on effectiveness of the professional learning opportunity.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and facilitate professional learning experiences aligned to CCDS Instructional Vision and School Improvement Plans that lead to increased student achievement, using data to reflect on action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Bridging Languages, Building Successes for ELLs Badge (UNF)

Component Number: 2-700-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in to effectively support ELLs, 2) Learn how to create a welcoming environment 3) Explore instructional and communication strategies for working with ELLs 4) Identify and reduce barriers 5) Identify effective differentiation and assessment strategies for working with ELL

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on engagement, motivation and academic success, 2) video examples of the effective ELL instruction in action, 3) conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants effective ELL instructional practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Computer Science

Component Number: 3-003-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Computer Science Standards: Communication and Collaboration; Communication Systems and Computing; Computer Practices and Programming; and Personal, Community, Global, and Ethical Impact; 2) Design and implement lesson plans aligned the Florida Computer Science Standards; 3) Reflect on lesson outcomes to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of computer science content standards; 2) Collaborative planning for standards aligned lessons; 3) Collaborative review of lesson outcomes.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and lesson development.
- c. Participants will design and implement lessons aligned to the Florida Computer Science Standards that lead to increased student achievement, using data to reflect on the lesson outcomes and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Preparation for Florida Teaching Certification Examination for Computer Science

Component Number: 3-003-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the competencies designated on the Florida Teaching Certification Examination for Computer Science.

Participants will participate in a series of online learning modules that cover both the basics of programming and the pedagogy of teaching programming in a blended classroom. Each module is made up of short video tutorials, programming exercises, open-ended responses, debugging problems, and grading practice.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each module through completion of online activities.
- c. Participants will complete the Florida Teaching Certification Examination for Computer Science.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

Component Number: 3-100-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT; 2) Participants will understand the importance of transition planning for students with ASD.

Participants will:

- 1) Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
- 2) Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
 - a) Single message
 - b) Picture communication systems
 - c) Manual communication boards
 - d) Voice output communication devices
 - e) Dynamic display devices
- 3) Consider different options for symbols as communication tools: objects, photos, symbols, etc.
- 4) Identify the differences between communication systems and choice systems.
- 5) Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
- 6) Describe how to individualize a communication system for an individual student.
 - a) Identify vocabulary the student would need in specific environments.
 - b) Identify opportunities where the student would need to communicate.
- 7) Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
- 8) Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
- 9) Demonstrate the ability to work effectively with paraprofessionals, service providers, and general education teachers.
- 10) Describe the process of obtaining an assistive technology evaluation in your district.
- 11) Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
- 12) Describe an example of low, mid and high-tech technology supports across all areas of development, including:
 - a) communication
 - b) social interactions
 - c) academics
 - d) daily living

- e) executive functioning
- 13) Describe the benefits of community-based instruction.
- 14) Describe services that support transition, career and vocational development, community participation, and independent living in your community.
- 15) Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
- 16) Describe how individuals with autism are included in transition planning in your district.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- b. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- c. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: CVA Technology Integration and Development

Component Number: 3-408-001

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Improve student learning, student engagement, and student behavior, as well as to create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum; 2) Have the opportunity to reflect and determine patterns within current data; 3) It will also enable administrators to recognize and evaluate effective implementation of technology in classrooms.

Participants will participate in multiple sessions each school year to include the following: 1) Opportunity for small group collaboration; 2) Opportunity to utilize artifacts, interactive activities, and other strategies to integrate into the classroom for student success; 3) Opportunity to learn and engage with current topic and trying out strategies as it relates to their classroom data.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be anecdotally assessed during each session with follow up given as needed. One on one or group support will be offered.
- c. Participants will create more efficient and effective learning environments at all grade levels by integrating technology into the curriculum
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks - Enhanced Classroom

Component Number: 3-408-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Gain proficiency in the functionalities and capabilities of the enhanced classroom equipment, including interactive displays, digital whiteboards, multimedia projectors, and associated software applications; 2) Explore innovative pedagogical approaches that leverage enhanced classroom equipment to create dynamic and interactive learning environments; 3) Cultivate strategies for effectively incorporating multimedia resources, digital content, and interactive tools into instructional practices to cater to diverse learning styles and preferences; 4) Encourage reflective practice and ongoing professional development to continuously refine teaching techniques and leverage emerging technologies for enhanced student learning outcomes.

Participants will complete online learning modules on how to utilize enhanced classroom equipment to create engaging and interactive learning experiences that promote student-centered learning, critical thinking skills, and academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks - Google Apps for Education

Component Number: 3-408-003

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deep understanding of the various Google Apps for Education tools, including Google Classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, and Google Meet; 2) Explore how Google Apps can be utilized to create engaging and interactive learning materials, facilitate real-time collaboration among students, and provide timely feedback on assignments and assessments; 3) Explore strategies for utilizing Google Classroom as a centralized platform for managing assignments, distributing resources, and facilitating communication and collaboration between teachers and students; 4) Explore how to utilize Google Drive for organizing, storing, and sharing instructional materials, resources, and student work in a secure and accessible manner; 5) Explore how to leverage Google Apps to differentiate instruction, accommodate diverse learning needs, and provide personalized learning experiences for students.

Participants will complete online learning modules to gain a thorough understanding of Google Apps for Education so that they will be able to leverage these powerful tools to create dynamic, collaborative, and personalized learning experiences that enhance student engagement, promote digital literacy skills, and facilitate academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Skillshop - Google for Education for Educators

Component Number: 3-408-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop a deep understanding of Google Workspace for Education, including Basic and Intermediate use of Google Workspace for Education Fundamentals; Premium Teaching and Learning Features; Google Classroom; Practice Sets; Google Tools for In-Person Learning; Chromebooks for Educators; Digital Citizenship and Safety Course; Distance Learning for Educators; Tools for Diverse Learners Training; Support English Language Learners; Inspire Creativity through Learner Engagement; Fundamentals Training; Advanced Training; Certified Trainer Course; and Certified Coach Curriculum. 2) Explore how Google Apps can be utilized to create engaging and interactive learning materials, facilitate real-time collaboration among students, and provide timely feedback on assignments and assessments; 3) Explore strategies for utilizing Google Classroom as a centralized platform for managing assignments, distributing resources, and facilitating communication and collaboration between teachers and students; 4) Explore how to utilize Google Drive for organizing, storing, and sharing instructional materials, resources, and student work in a secure and accessible manner; 5) Explore how to leverage Google Apps to differentiate instruction, accommodate diverse learning needs, and provide personalized learning experiences for students.

Participants will complete in-depth online learning modules created, maintained, and updated by Google Skillshop - Google for Education for Educators to gain a thorough understanding of Google Workspace for Education so that they will be able to leverage these powerful tools to create dynamic, collaborative, and personalized learning experiences that enhance student engagement, promote digital literacy skills, and facilitate academic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of each Skillshop - Google for Education for Educators module.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks - Google Apps for Productivity

Component Number: 3-408-005

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Become familiarized with the core applications and features of Google Workspace, including Gmail, Google Drive, Google Docs, Google Sheets, Google Slides, Google Calendar, Google Meet, and Google Chat. 2) Explore best practices for leveraging Google Workspace tools to facilitate seamless collaboration and communication among team members, both within and across departments; 3) Explore advanced features and productivity hacks within Google Workspace applications to streamline workflows, automate repetitive tasks, and improve efficiency; 4) Explore and be encouraged to adopt best security practices and data privacy guidelines within Google Workspace to ensure the confidentiality, integrity, and availability of sensitive information.

Participants will complete online learning modules to learn the necessary knowledge and skills to effectively utilize Google Workspace to empower individuals and teams to collaborate more efficiently, innovate more effectively, and achieve greater levels of productivity and success in their work endeavors. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through evaluations.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks - Technology Tools

Component Number: 3-408-006

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and explore a variety of technology tools relevant to education; 2) Explore the functionalities, features, and best practices of each technology tool, ensuring they can confidently navigate and utilize them to support teaching and learning objectives.; 3) Explore how technology tools can be strategically integrated into lesson planning and delivery to create dynamic and interactive learning experiences that cater to diverse learning styles, preferences, and abilities; 4) Explore innovative pedagogical approaches and instructional strategies that leverage technology tools to promote active learning, critical thinking, problem-solving skills, and digital literacy among students; 5) Explore technology tools for formative and summative assessment, data-driven decision-making, and providing timely feedback to students to support their academic progress and growth; 6) Explore digital citizenship, responsible use of technology, and ethical considerations in the integration of technology tools into teaching and learning activities.

Participants will complete online learning modules on a diverse range of technology tools, enabling educators to integrate these tools effectively into their instructional practices to enhance student engagement, facilitate personalized learning experiences, and promote academic achievement. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and walkthroughs.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Tools

Component Number: 3-408-007

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and explore a variety of technology tools relevant to education; 2) Explore the functionalities, features, and best practices of each technology tool, ensuring they can confidently navigate and utilize them to support teaching and learning objectives.; 3) Explore how technology tools can be strategically integrated into lesson planning and delivery to create dynamic and interactive learning experiences that cater to diverse learning styles, preferences, and abilities; 4) Explore innovative pedagogical approaches and instructional strategies that leverage technology tools to promote active learning, critical thinking, problem-solving skills, and digital literacy among students; 5) Explore technology tools for formative and summative assessment, data-driven decision-making, and providing timely feedback to students to support their academic progress and growth; 6) Explore digital citizenship, responsible use of technology, and ethical considerations in the integration of technology tools into teaching and learning activities; 7) Share best practices, lesson ideas, and success stories related to the effective integration of technology tools into teaching and learning.

Participants will participate in hands-on training sessions on a diverse range of technology tools, enabling educators to integrate these tools effectively into their instructional practices to enhance student engagement, facilitate personalized learning experiences, and promote academic achievement.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and lesson development.
- c. Participants will design and implement lessons utilizing technology tools that lead to increased student achievement, using data to reflect on the lesson outcomes and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks - Communication Applications

Component Number: 3-413-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Gain proficiency in utilizing various communication applications, including websites, social media, and newsletters; 2) Develop strategies for using communications applications to enhance community engagement; 3) Enhance digital literacy skills to effectively follow best practices for data privacy and digital citizenship; 4) Evaluate the effectiveness of communication applications by analyzing data; 5) Foster a positive digital culture by modeling responsible and ethical use of communication applications and promoting digital etiquette.

Participants will complete online learning modules to familiarize themselves with various communications applications, strategies, best practices, and data-analysis. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through completion of the technology backpack.
- c. Participants' knowledge and skills will be assessed through teacher evaluations and review of district communications.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Synergy

Component Number: 3-422-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1. Accurately and efficiently enter student data; 2. Create and analyze reports of student data; 3. Communicate effectively and efficiently with stakeholders; 4. Navigate the Synergy platform efficiently.

Participants will attend professional learning sessions, during which they will: 1. Navigate the Synergy platform; 2. Enter student data; 3. Create a report of student data; 4. Communicate with stakeholders.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and Synergy data/reports.
- c. Changes in teacher efficacy will be measured by Synergy reports for the timely input of student data, including communication logs, assignments, grades, report cards, etc.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Technology Backpacks: Synergy

Component Number: 3-422-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1. Accurately and efficiently enter student data; 2. Create and analyze reports of student data; 3. Communicate effectively and efficiently with stakeholders; 4. Navigate the Synergy platform efficiently.

Participants will complete online learning modules, during which they will: 1. Navigate the Synergy platform; 2. Enter student data; 3. Create a report of student data; 4. Communicate with stakeholders. Each module consists of short video tutorials, step-by-step directions, and opportunities for reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through virtual feedback and Synergy data/reports.
- c. Changes in teacher efficacy will be measured by Synergy reports for the timely input of student data, including communication logs, assignments, grades, report cards, etc.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Florida Alternate Assessment Administration

Component Number: 4-102-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Alternate Assessment, 2) Design and enact plans to meet the needs of individual students to ensure optimal results, 3) Reflect on data and action steps to make adjustments as needed for student achievement.

Participants will: 1) Explore evidence-based instructional practices for students taking the Florida Alternate Assessment, 2) Practice administering the assessment, 3) Engage in small group collaborative discussions, and 4) Conduct data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed throughout the session through group discussions and activities.
- c. Participants will design and enact action steps aligned to responding to the needs of students with disabilities, using data to reflect on the action steps and make adjustments as needed to support student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Component Number: 4-102-002

Inservice Points: 80

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify characteristics associated with Autism Spectrum Disorders (ASD), 2) Demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, 3) increase their knowledge of formal and informal assessments used for diagnosis and instructional planning.

Participants will:

- 1) Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
- 2) Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
- 3) Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
- 4) Understand the effects of neurological differences and its impact on learning and behavior.
- 5) Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
- 6) Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
 - a) criteria for determining eligibility (medical and educational)
 - b) autism-specific instruments
 - c) instruments used to determine IQ
- 7) Describe the impact of autism on the family.
- 8) Demonstrate the ability to work effectively with parents.
- 9) Understand factors considered when determining placement and services for students with ASD.
- 10) Match levels of support to the changing needs of a student with ASD.
- 11) Reflect knowledge of growth and development in curricular planning and expectations.
- 12) Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- 13) Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
- 14) Demonstrate an understanding of strategies for structuring the environment to promote:
 - a) opportunities to enhance communicative initiations and interactions;
 - b) opportunities for appropriate play and leisure activities;
 - c) self-regulation and self-control;
 - d) sensory-motor concerns and
 - e) direct instruction.
- 15) Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.

- 16) Describe strategies to promote social interactions and learning in more inclusive environments, including general education and community.
- 17) Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.
- 18) Plan and implement activities for independent functional life skills for a student with autism.
- 19) Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
- 20) Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
- 21) Describe strategies for conducting ongoing classroom-based assessments and data-based decision making for program development.
- 22) Demonstrate transfer, lifting and positioning techniques

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
- b. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
- c. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Gifted Competency 1 - Nature and Needs of Students Who Are Gifted

Component Number: 4-106-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Nature and Needs of Students Who Are Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. Nature and Needs of Students Who Are Gifted provides an overview of the evolution of gifted education on the national, state, and local level. Major events affecting gifted education are described as well as major policies and procedures governing the delivery of gifted education. Cognitive, social, and emotional characteristics common to individuals who are gifted are identified along with strategies that can be used to meet the academic needs of different categories of students who are gifted. Upon completion of this course beginning gifted education professionals will demonstrate an awareness of the following: 1) The historical foundation of gifted education; 2) The characteristics, needs, and unique challenges of the student who is gifted and differences to respond to the needs of individuals with gifts and talents; 3) The process of screening and identifying students who are gifted; 4) The knowledge of issues involved with planning, developing, and implementing services for students who are gifted; 5) The essential role of collaboration to support students who are gifted and teachers.

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities that are targeted at increasing the academic achievement of student in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other: as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and progress monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

DRAFT

Component Title: Gifted Competency 3 - Guidance and Counseling for the Gifted

Component Number: 4-106-002

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Guidance and Counseling for the Gifted is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom. This course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. Participants will understand holistic developmental characteristics of gifted children, will be able to identify risk factors related to gifted students, and will be to support social skills, career exploration, and leadership development of gifted students. Upon completion of the course, participants should be familiar with how to: 1) Select appropriate accommodations and modifications for students that are gifted; 2) Outline the development of guidance and counseling protocols for students that are gifted; 3) Recognize the importance of applied behavior analysis in order to better support student success; 4) Distinguish the characteristics of positive behavior supports for effective instruction of students that are gifted; 5) Define methods used to evaluate student progress and program effectiveness; 6) Analyze and utilize evaluated data when redesigning programs; 7) Utilize data, identify areas of growth and determine effective changes for how to counsel students that are gifted.

Participants will: 1) Glean information through: Lecture, Discussion, Demonstration, Audio-visual aids, Laboratory activities (role-playing), Conferences and Seminars (with proper documentation), Distance Learning Activities (e.g. webinars); 2) Develop and implement activities for students that are targeted at increasing the academic achievement of students in the gifted program; and 3) Engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement pertaining to gifted instruction.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through an electronic platform interactively with on-going monitoring and feedback via online or face-to-face facilitation on targeted learning. Additionally, each participant will complete one or more of the following:
 - i. Develop an action plan for demonstrating the objectives in the workplace.
 - ii. Maintain a journal/folder of activities supporting the objectives.
 - iii. Other as determined by the instructor.
 - iv. Note: the implementation agreement defining what participants will do in the follow-up portion of the component (implementation) may be developed by participants and component providers.

- c. Component efficacy of changing educator dispositions or practice in educational settings will be evaluated through changes in instructional or learning environment practices and changes in observed educator proficiency in implementing targeted standards or initiatives. Additionally, participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the professional learning. These measures will include documentation of changes in instructional practices related to the component content and changes in student performance.
- d. Component efficacy of improving student outcomes will be evaluated through results of school/teacher constructed student growth measure(s) that track student progress and observation of student performance. Additionally, periodic assessments to determine the degree to which the component is impacting teachers' mastery of the focus area goals and objectives will be conducted. The information from impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine the need for revision of content/process, or to align changes in teacher performance to student achievement.

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Component Title: Data Analysis for Administrators

Component Number: 4-401-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their skills in interpretation of Florida Assessment of Student Thinking (FAST) results, 2) Be able to find, disaggregate, and evaluate data within the Florida Reporting System, 3) Be able to create actionable steps for applying FAST results, 4) Reflect on data and action steps to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices, 2) Small group collaborative discussions, 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: MTSS Training for Elementary and Secondary Intervention Team Facilitators and MTSS Lead Administrators

Component Number: 4-415-001

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants (School Based MTSS Problem Solving Teams composed of MTSS Lead Administrators and Intervention Team Facilitators) will engage in professional development on the evidence based system of a Multi-Tiered System of Supports (MTSS) through one 7-hour professional learning session and one 3-hour professional learning session, totaling 10 hours. The initial 7 hours of training will be focused on (1 Current CCDS MTSS goals, (2 MTSS procedures and processes, (3 Establishing, developing, and improving a fully functioning problem solving team at each school site. The follow up session of 3 hours will provide continued support and learning in these areas as well as offer additional learning with specific MTSS concepts, based upon district need. The professional learning opportunity is specifically geared towards MTSS Lead Administrators, Intervention Team Facilitators, and other administrative designees.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: MTSS Training for MTSS Pilot Schools Cohorts 1 & 2 for Administrators

Component Number: 4-415-002

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants (MTSS Pilot Schools Cohort 1 & 2, composed of MTSS Lead Administrators) will engage in professional development focusing on (1 Developing or improving a fully functioning problem solving team, (2 Universal screening, (3 Developing and monitoring SMART goals, (4 Intentional progress monitoring, and (5 The utilization of a RtI approach to decision making for specific learning disabilities through one 4-hour professional learning session and two 7-hour follow up professional learning sessions, totaling 18 hours. The initial 4 hours of training will be focused on (1 Developing or improving a fully functioning problem solving team, (2 Universal screening, (3 Developing and monitoring SMART goals, (4 Intentional progress monitoring, and (5 The utilization of a RtI approach to decision making for specific learning disabilities. The follow up sessions will provide continued support and learning in these areas. The professional learning opportunity is specifically geared towards MTSS Lead Administrators who compose the MTSS Pilot Schools Cohort 1 established group and the MTSS Pilot Schools Cohort 2 developing group.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: MTSS Training for MTSS Pilot Schools Cohorts 1 & 2 for Instructional Personnel

Component Number: 4-415-003

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants (MTSS Pilot Schools Cohort 2, composed of Intervention Team Facilitators, school psychologists, and other instructional personnel administrative designees) will engage in professional development focusing on (1 Developing or improving a fully functioning problem solving team, (2 Universal screening, (3 Developing and monitoring SMART goals, (4 Intentional progress monitoring, and (5 The utilization of a Rtl approach to decision making for specific learning disabilities through one 4-hour professional learning session and two 7-hour follow up professional learning sessions, totaling 18 hours. The initial 4 hours of training will be focused on developing the (1 Developing or improving a fully functioning problem solving team, (2 Universal screening, (3 Developing and monitoring SMART goals, (4 Intentional progress monitoring, and (5 The utilization of a Rtl approach to decision making for specific learning disabilities. The follow up sessions will provide continued support and learning in these areas. The professional learning opportunity is specifically geared towards Intervention Team Facilitators, school psychologists, and other instructional personnel administrative designees who compose the MTSS Pilot Schools Cohort 2 established group.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Rtl problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Tier 2 and Tier 3 Interventions: Using Pre- and Post-Intervention Gap Data and Progress Monitoring Data for Decision Making

Component Number: 4-415-004

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants (MTSS Lead Administrators and Intervention Team Facilitators and other Instructional Personnel administrative designees) will engage in professional development focusing on (1 The utilization of universal screening data to determine the need for interventions at Tier 1, Tier 2, and Tier 3, (2 Utilizing diagnostics to determine individual intervention needs, (3 Selecting a relevant and appropriate data source for pre-intervention gap and post-intervention gap, (4 Selecting a relevant and appropriate tool for progress monitoring, and (5 Using all data sources for decision making, through one 3-hour professional learning session, totaling 3 hours. This professional learning opportunity is specifically geared towards MTSS Lead Administrators, Intervention Team Facilitators and other instructional personnel administrative designees.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Tier 2 and Tier 3 Interventions: Planning, Delivery, and Monitoring for Student Success

Component Number: 4-415-005

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants (MTSS Lead Administrators, Intervention Team Facilitators and other Instructional Personnel administrative designees) will: (1 engage in a comprehensive training of Tier 2 and Tier 3 intervention programs, (2 plan for intervention implementation, (3 learn how and when to monitor intervention data to make adjustments as needed to increase student success through this professional learning session.

Participants will participate in initial training and follow-up activities which include the following: (1 intervention program training, (2 review of student data and appropriateness of intervention program placement based on data, (3 additional follow up support as needed and based on data, to problem solve implementation at an individual student level.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Rtl problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Intensive Interventions at Tier 1: Planning, Delivery, and Monitoring for Student Success

Component Number: 4-415-006

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants (MTSS Lead Administrators, Intervention Team Facilitators, and other Instructional Personnel administrative designees) will: (1 engage in a comprehensive training of utilizing an intensive intervention at Tier 1, (2 plan for intervention implementation, (3 learn how and when to monitor intervention data to make adjustments as needed to increase student success in alignment with school improvement goals.

Participants will participate in initial training and follow-up activities which include the following: (1 intervention program training, (2 review of student data and appropriateness of intervention program placement based on data, (3 additional follow up support as needed and based on data, to problem solve implementation at school-wide, class-wide, and/or individual student level.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the RtI problem solving process, which involves following a structured process for identifying and addressing barriers to student achievement across tiers of instruction within a multi-tiered system of supports (MTSS).
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: School Counselor Professional Learning

Component Number: 4-417-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge and skills in the Florida School Counseling Standards, including: 1) Professional, Legal, and Ethical Expectations: School counselors act ethically and according to professional standards to promote the academic success and well-being of all students; 2) Data-Driven Planning: Effective school counselors utilize resources including available school data to guide decision making and counseling services; 3) School Counseling Program: Effective school counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students; 4) Consultation, Collaboration, and Coordination: Effective school counselors utilize multiple means of communication to promote the academic success and well-being of all students. Effective school counselors provide direct and indirect services that support the safety, mental health, and well-being of all students; 5) Academic Advising and Planning: Effective school counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students; 6) Career Development and Postsecondary Planning: Effective school counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based school counseling practices, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida School Counseling Standards, CCDS Instructional Vision, and CCDS School Counseling District Plan that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school counseling goals.
- d. Student achievement will increase as evidenced by climate survey data, discipline data, and attendance data.

Component Title: Introduction to Inquiry Badge (UNF)

Component Number: 4-512-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in Inquiry, 2) Be introduced to the cycle of inquiry 3) Explore how inquiry can serve as a powerful individualized form of professional learning, 4) Identify problems of practice and potential data sources to inform practice 5) Plan for an inquiry cycle to improve teaching pedagogy and student learning

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on teacher and student engagement, motivation and academic success, 2) video examples of the Inquiry in action, 3) develop a problem of practice and a data collection plan to improve practice, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants inquiry practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Positive Behavior Intervention and Supports (PBIS) Badge (UNF)

Component Number: 5-403-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in to create a positive and productive learning environment, 2) Learn how to create a welcoming environment 3) Explore How to model and reinforce positive behavioral expectations 4) Identify students needing PBIS 5) Engage with PBIS case studies to understand how to implement in a variety of contexts

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact on student success, 2) video examples of the effective PBIS in action, 3) conduct a classroom audit of student behavior needs, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants effective PBIS will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Classroom Management Notebooks

Component Number: 5-404-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): The Learning Environment, 2) Be introduced to the Florida Model for Positive Behavioral Supports and Interventions 3) Consider the organization and structures needed for a positive learning environment, 4) Monitor the teacher actions associated with positive classroom management, 5) Develop and enact a classroom management plan.

Participants will participate in a series of self-paced learning sessions to include the following: 1) Exploration of impact of management on academics, 2) Video examples of the structures, rituals and routines in action, 3) Conduct a self-audit of current practices, 4) Access bank of additional resources and/or facilitator for additional support.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be self-assessed in the management audit and additional course feedback which seeks participant evaluation of impact of course.
- c. Participants positive management practices will increase as evidenced by district walkthrough dashboard of classroom informal observations
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Positive Behavior Interventions & Supports [PBIS]

Component Number: 5-404-002

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will 1.) develop a continuum of evidence-based practices within a PBIS framework to support student needs; 2.) use data to refine PBIS systems in place; 3.) recognize and implement best practices in reducing barriers that interfere with academic achievement; 3) learn strategies to prevent challenges before they occur thus a reduction in disciplinary disparities; 4.) improve school safety; 5.) promote positive behavior and school climate; 6.) establish collaborative school-based PBIS teams.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning; and 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.

b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.

c. Participants will design and enact action steps aligned to the PBIS framework, CCDS Instructional Vision, and student needs that lead to increased student achievement and reduction of disciplinary referrals, using data to reflect on the systems in place, progress monitoring, and make adjustments as needed to develop/maintain classroom management plans.

d. Participants will experience a reduction in disciplinary disparities, ODRs, ISS & OSS rates, and increase in positive behaviors and attendance as a result of successful implementation.

Component Title: Cultivating a Positive Collaborative Classroom Community

Component Number: 5-404-003

Inservice Points: 50

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS): The Learning Environment; 2) Develop their knowledge and skills implementing classroom management strategies that will create a culture of learning in classrooms allowing for effective learning to take place; and 3) Reflect on data and develop action steps to make and adjust as needed their classroom management plans.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based classroom management practices; 2) Small group collaborative discussions; and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FEAPS, CCDS Instructional Vision, and student needs that lead to increased student achievement, using data to reflect on the action steps, and make adjustments as needed to develop/maintain classroom management plans.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Evidenced-Based Behavior Support

Component Number: 6-101-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will engage in learning related to behavior theory and the use of evidence-based behavioral supports to help students to reach their social-emotional and behavioral goals.

Participants will gain experience with the following: 1) Data-driven decision making, 2) Planning for instruction 3) Curriculum implementation, and 4) Positive behavioral supports.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions and activity artifacts.
- c. Participants will identify and plan for implementation of evidence-based practices in support of a safe and productive learning environment for all students.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments and/or mastery of IEP goals.

Component Title: Safe Crisis Management

Component Number: 6-103-001

Inservice Points: 18

Description of Objectives and Activities to be Completed:

The purpose of this component is to enable all participants to improve student learning, improve student behavior, and create more efficient and effective schools at all levels. It will enable participants to recognize and utilize effective de-escalation strategies for controlling crisis situations.

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

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component, activities, and component objectives.
- b. Participants' knowledge and skills will be assessed in the form of a pre and post test as well as a skill out at the end of the course.
- c. Participants will become familiar with, use and/or teach Safe Crisis Management concepts and techniques such as holding techniques, safe zone, pivot, balance, and parry.
- d. Student behaviors will de-escalate in crisis situations with the use of these strategies.

Component Title: Culture of Learning

Component Number: 6-404-001

Inservice Points: 120 points maximum

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop an understanding of the importance of and strategies for developing a class culture that integrates life skills, resiliency characteristics and character traits to improve student learning and behavior, 2) Gain a broader understanding of equitable practices that impact student learning and access, 3) Recognize and implement best practices in reducing barriers that interfere with the academic achievement of students including trauma informed care and de escalation techniques.

Participants will participate in multiple sessions to include exploration of classroom culture building, recognizing and responding to student behavior, case study evaluation and modeling best practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will develop classroom management and relationship building strategies aligned to the CCDS Instructional Vision and Florida Educator Accomplished Practices that lead to increased student engagement and achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Youth Mental Health First Aid

Component Number: 6-409-001

Inservice Points: 8

Description of Objectives and Activities to be Completed:

Youth Mental Health First Aid (YMHFA) teaches staff: 1) To recognize the signs and symptoms of mental illness and substance use disorders in youth; 2) How to identify if a youth is experiencing a mental health challenge or crisis; 3) The skills needed in a five step plan to reach out to the youth, provide initial encouragement and support to the youth and help connect them with professionals or needed care.

Participants will engage in a one day workshop to include the following: 1) Identify risk factors based on frequency, duration and intensity of behaviors observed; 2) Recognize signs and symptoms of potential mental health or substance abuse problems and when to reach out for help; 3) Practice how to listen non-judgmentally and give reassurance to the person experiencing a potential mental health or substance abuse problem; 4) Engage in scenario based dialogues to implement the ALGEE action steps with youth in crisis and non-crisis situations.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participating in and implementing Youth Mental Health First Aid (YMHFA) strategies with students and adults to enhance mental health and safety while reducing risk. To provide adults with skills to use a 5-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide. To reduce the stigmas for people with Mental Illness. Establish and implement effective methods of communication, consultation, and collaboration among students, families, parents/guardians, administrators, general education teachers, and other professionals as equal partners in education teams.
- d. As a result of this training, all students will feel more connected to school and comfortable talking about mental health issues in school.

Component Title: Basic Life Saving (ESE)

Component Number: 6-414-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

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

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

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%.
- b. Participants will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.
- c. Participants will engage in study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job.
- d. Tracking improvements in student learning growth supported by this professional learning.

Component Title: Critical Curation Badge (UNF)

Component Number: 7-007-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will:
Define curation and describe why it is important for teacher educators 2)Curate content for an integrated lesson 3) Explore curation for equitable outcomes 4) Critique a curation collection

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of impact of curation on planning for diverse student needs with curriculum, 2) video examples of the curation in action, 3) engage with curation examples and case studies plan how to develop similar curations, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants instructional design practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Clinical Educator Training

Component Number: 7-409-001

Inservice Points: 12

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in; the Florida Educator Accomplished Practices (FEAP); adult learning; development of teacher capacity; the Florida Educational Leadership Standards (FELS); 2) Employ knowledge of growth mindset as a foundation for their guidance and support; 3) Identify and evaluate methods for observation and data collection; 4) Demonstrate the ability to deal with interpersonal processes, such as collaboration, conflict management, problem solving and decision making that accompany change efforts.

Participants will participate in this course as a prerequisite for mentoring, clinical supervision, or school based leadership. Activities include the following: 1) Exploration of evidence-based coaching and instructional practices; 2) Small group collaborative discussions; 3) Role play and scenario based collaborative problem solving; 4) Data review and feedback planning; 5) Purposeful questioning and reflection; 6) Modeling of planning processes and instructional strategies.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and role play of coaching conversations.
- c. Participants will reflect on their areas of strength and opportunities for development of their ongoing professional learning as mentors and leaders. When assigned a mentorship or supervision role participants will apply their learning to weekly collaboration with a partner which includes goal setting, co-facilitation, modeling, observation, feedback and support.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Mentorship

Component Number: 7-409-002

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS); 2) Develop their knowledge and skills in the Florida Educator Accomplished Practices (FEAPS); 3) Build capacity for collaboration with adult learners; 4) Design and enact mentoring action steps aligned to the FEAPS/FELS, the CCDS Instructional Vision, and Teacher Learning Targets/School Improvement Plans; 5) Reflect on data and action steps to make adjustments as needed to best support mentee.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of adult learning theory, research-based instructional practices, coaching frameworks, planning and pedagogy; 2) Utilize FEAPS/FELS to govern goal setting and areas of focus with developing teachers; 3) Plan and practice data collection and analysis; 4) Plan and practice high quality non-judgement feedback, focused on data, that supports aligned next action steps; 5) Engage in collaborative discussions, role play, problem solving, and conflict management practice; 6) Use of protocols and engagement structures which may be utilized with mentee or for modeling/facilitation with students.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will maintain logs of their collaboration with mentees that demonstrate continuous professional growth, use of data to reflect on the student and teacher needs, make adjustments as needed to reach teacher competency with FEAPS/FELS for increased student achievement.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Basic Life Saving Training

Component Number: 7-414-001

Inservice Points: 3

Description of Objectives and Activities to be Completed:

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

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

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants shall successfully demonstrate increased competency on the written objectives established by the provider with a minimum passing score of 80%.
- b. Participants will successfully complete all evaluation criteria to become certified by the American Heart Association or the American Red Cross.
- c. Participants will engage in study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted, Repetitive practice leading to changes in proficiency of educator or leader on the job.
- d. Tracking improvements in student learning growth supported by this professional learning.

Component Title: Athletic Leadership Best Practices

Component Number: 7-507-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

This component will improve knowledge of athletic coaches and athletic directors through the use of effective PLC style meetings along with direct instruction of best practices in the field of athletic leadership.

Participants will gain knowledge of: 1) Athletic leadership best practices; 2) Team and school branding and marketing; 3) Effective social media implementation; 4) How to build revenue streams for team/department; 5) Best practices in positive coaching; 6) Community relations; 7) Effective facility management; 8) Game management; 9) Conflict resolution skills; 10) Coaching retention and recruitment practices.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Coach participants will have opportunities to model, observe implementation and provide guided feedback to the teacher participants throughout the project. Each participant will have opportunities to share and gain deeper knowledge as it pertains to athletic leadership best practices in interscholastic athletics.
- b. Participants will actively participate in group meetings and discussions, including but not limited to group share out/presentations.
- c. Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Development evaluation form at the conclusion of the course. Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Development evaluation form at the conclusion of the course. The professional development department and the facilitator of the professional learning experience will use the Professional Development evaluation data to reflect on practices and inform the planning of future sessions.
- d. Participants will use the data gathered as part of the Professional Learning Community designed to increase leadership capacity in the area of interscholastic athletics.

Component Title: Leading School Operations

Component Number: 7-513-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Collaborate with school and district leaders to build expertise in identified areas related to daily school operations.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) School-based action planning and reflection.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and implementation of the statute/policy.
- c. Participants will design action steps around the particular area of operation and make adjustments to policies, procedures, and/or processes that ensure that the school is operating within statute.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

Component Title: School Leader Professional Learning

Component Number: 7-517-001

Inservice Points: 60

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations, Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Design and enact school-based action steps aligned to the FELS, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning; 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the FELS, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Aspiring Assistant Principal Program

Component Number: 7-517-002

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Engage in action learning to on a significant leadership behavior to try out strategies and make reflections on the impact; 3) Collaborate with other aspiring assistant principals, assistant principals, and staff for opportunities to expand knowledge.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, action learning project, and independent assignment submissions.
- c. Participants will utilize acquired information to make action steps and then reflect upon the impact in their schools.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

Component Title: School Principal Certification Program

Component Number: 7-517-003

Inservice Points: 42

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Engage in action learning to on a significant leadership behavior to try out strategies and make reflections on the impact; 3) Collaborate with other principals and district staff f for opportunities to expand knowledge and leadership skills; 4) Partner with a mentor principal to focus on content and evidence-based practices and individual needs; 5) Engage in field experiences to apply knowledge and skills.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants’ knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, action learning project, field experience reflections, mentor experiences and assignments, and independent assignment submissions.
- c. Participants will implement practices and knowledge in their daily roles as assistant principals, using data to make adjustments to their work in order to achieve school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

Component Title: National Institute for School Leadership

Component Number: 7-517-004

Inservice Points: 30

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Reflect on current practices and data to determine action steps; 3) Utilize the NCEE curriculum, school improvement goals, and data to enhance leadership opportunities and experiences; 4) Collaborate with other school and district leaders to try out new strategies and engaged in authentic leadership experiences.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and independent projects and assignments.
- c. Participants will design and enact action steps that are aligned to the FELS, instructional vision, and school improvement plan to reflect on these and make adjustments as needed to goals.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

Component Title: Novice/Mentor School Leader Program

Component Number: 7-518-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Educational Leadership Standards (FELS): Professional and Ethical Norms; Vision and Mission; School Operations; Management, and Safety; Student Learning and Continuous School Improvement; Learning Environment; Recruitment and Professional Learning; Building Leadership Expertise; and Meaningful Parent, Family, and Community Engagement; 2) Utilize mentor leaders for coaching and expert support to share expertise about content and evidence-based practices; 3) Provide opportunities for school-based administrators to reflect, receive input, and make changes to practice.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices through case studies and scenario discussions, 2) Small group collaborative discussions, and 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussion, activity artifacts, and daily performance as an administrator.
- c. Participants will enact their learning aligned to the FELS and make adjustments to their daily practice and strategies in order to achieve the school/district vision and school improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school based assessments.

Component Title: Food Services

Component Number: 8-005-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge of food safety and sanitation practices; 2) Learn the safe use of equipment and how to ensure a safe working environment; 3) Identify discrimination and sensitivity awareness through Civil Rights training; 4) Identify effective practices of conflict management and resolution; 5) Learn the required compliance components of school meals to receive Federal reimbursement; 6) Learn compliance components of school meals to ensure guidelines outlined by the Florida Department of Agriculture and Consumer Services, USDA, and the local health department.

Participants will participate in multiple sessions each school year to include the following: 1) Online training videos; 2) In person trainings; 3) Small group collaborative discussions; 4) Ongoing, onsite corrective action and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will demonstrate knowledge of training objectives by applying what they have learned in their working environment.
- b. Participants' knowledge and skills will be assessed during each session through the monitoring of discussions and hands-on interaction.
- c. Student/ staff breakfast and lunch programs will be conducted in an environment that is sanitary, safe and in compliance with Federal policies and procedures.
- d. N/A

Component Title: Program Updates Varying Exceptionalities - Procedural

Component Number: 8-103-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in compliance with IDEA, State Statute, the CCDS ESE Admissions and Placement Manual; and the FEAP; 2) Design and enact personal action steps aligned to IDEA, FEAP, State Statute, and CCDS policy; 3) Reflect on data and action steps to make adjustments as needed to achieve compliance with Federal, State, and District laws and policies.

Participants may participate in multiple sessions each school year to include the following: 1) Exploration of the impact of law and policy on ESE programs; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact personal action steps aligned to the FEAPS, IDEA, CCDS ESE A&P Manual, and CCDS policy and that lead to educator compliance and improved student outcomes.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Individualized Education Plan

Component Number: 8-103-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will develop their knowledge of federal guidelines, district procedures, and best practices related to the development, implementation and monitoring of Individualized Education Plans.

Participants will have the opportunity to participate in multiple sessions throughout the school year to include the following: 1) Exploration of federal laws; 2) Small group collaborative discussions; 3) Data review and action planning for Individualized Education Plans; and 4) Facilitated IEP debriefs.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to supporting students with Individualized Education Plans.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments, as well as through progress towards individualized IEP goals.

Component Title: Write Like An Educator Badge (UNF)

Component Number: 8-406-001

Inservice Points: 9

Description of Objectives and Activities to be Completed:

The Write like an Educator: Fundamentals of Professional Communication in Education badge will: 1) introduce professional communication methods for the dynamic responsibilities of educators 2) investigate a variety of texts and genres to identify intended audiences and 3) demonstrate their ability to shift their tone, style, and language appropriately.

Mastering these skills will equip future educators to effectively communicate information to a diverse set of audiences for various purposes.

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of appropriate professional communication with a variety of audiences (parents, educators, administrators, students), 2) analyzing professional writing, 3) engage with professional writing examples and practice writing, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants communication skills will increase as evidenced by future communication
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Virtual Ethics Training for Instructional Personnel

Component Number: 8-410-001

Inservice Points: 15

Description of Objectives and Activities to be Completed:

Florida certified educators are held to standards of conduct which are outlined in the Florida Statutes and State Board of Education Rule. The Principles of Professional Conduct represent the guidelines professional educators and the public can and should expect from educators. This training addresses all components of Rule 6A10.081 and F.S. 1012.795.

Participants will complete 4 hours of asynchronous online readings, videos, and quizzes related to the Professional Educators Code of Ethics. Each participant will gain deeper knowledge pertaining to upholding their ethical obligation to students, the public, and the profession.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives
- b. Participants' knowledge and skills will be assessed during the session through periodic checkpoints consisting of questions related to the objectives.
- c. Participants will gain exposure to scenarios thereby increasing the participant's awareness of their obligation to their students, the profession, and the public.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Family Involvement

Component Number: 8-413-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Identify and implement research-based practices to enhance student learning through family involvement; 2) Identify and implement best practices for collaborative conversations with families focused on problem-solving and developing positive relationships; 3) Create family communication routines and materials for on-going communication and support between school and home; 4) Demonstrate competencies for a variety of culturally appropriate communication styles.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of communication methods, techniques and best practices; 2) Small group collaborative discussions; 3) Role playing to practice using new skills; and 4) Action planning for implementation of strategies.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and develop action steps to implement a positive family engagement plan
- d. Student achievement will increase as evidenced by student engagement, attendance, and mastery of standards

Component Title: Like and Follow: Ethical Considerations for Teachers and Teacher Influencers on Social Media Badge (UNF)

Component Number: 8-416-001

Inservice Points: 9

Description of Objectives and Activities to be Completed:

Participants will learn about:

- 1) the rise of teacher influencers
- 2) the risks and benefits of social media influencing
- 3) the ethics of posting about children in the classroom
- 4) the ethics when posting about the teaching profession
- 5) creating an ethical social media influencer brand
- 6) application of learning

Participants will participate in a series of self-paced online learning session to include the following: 1) Exploration of ethical considerations of social media, 2) video/media examples of social media influencers in education, 3) engage with social media post examples and case studies and the potential impact on educators and students, 4) Access bank of additional resources and/or facilitator for additional support

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;
- b. Component efficacy of increasing educator knowledge and skill;
- c. Component efficacy of changing educator dispositions or practice in educational settings and
- d. Component efficacy of improving student outcomes

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed through checkpoint quizzes at the end of each of the 6 checkpoints
- c. Participants instructional design practices will increase as evidenced by implementation supports (coaching, walk-throughs or inquiry)
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: Support Services Professional Learning

Component Number: 8-506-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) Increase the quality of their work area by increasing knowledge of troubleshooting techniques, test procedures, and leadership techniques; 2) increase effectiveness by maintaining safe work practices and procedures; 3) Stay up-to-date with current technology evident in each respective trade; 4) Perform more efficiently and effectively in support of the district's goals; 5) Acquire skills in achieving a positive learning environment for all students.

Participants will attend professional learning sessions, during which time they will receive content information, collaborate with team members and hold discussions with colleagues concerning the content presented. Participants will interact with visual learning aids to support learning objectives.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the course objectives to be implemented in their context.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments as

Component Title: Transportation Services Training

Component Number: 8-515-001

Inservice Points: 0

Description of Objectives and Activities to be Completed:

Participants will: 1) increase the quality of their work area by increasing knowledge of school bus transportation laws and regulations, 2) increase effectiveness by maintaining safe work practices and procedures, 3) become proficient in the skills required to conduct their daily job (Bus Drivers - road skill training course, Bus Monitors - skills lab, etc.), 4) perform more efficiently and effectively in support of the district's goals related to pupil transportation, 5) achieve or maintain certification and/or licensure as defined in the specific objective, and 6) acquire skills in achieving a positive learning environment for all students

Participants will participate in sessions to include the following: 1) Online training videos; 2) In person trainings; 3) Small group collaborative discussions; 4) Ongoing, onsite corrective action and feedback.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will demonstrate knowledge of training objectives by applying what they have learned in their working environment.
- b. Participants' knowledge and skills will be assessed during each session through the monitoring of discussions and hands-on interaction.
- c. Student transportation will be conducted in an environment that is safe, positive, and in compliance with Federal policies and procedures.
- d. N/A

Component Title: Program Updates for Varying Exceptions - Instructional/Behavioral

Component Number: 9 -100-004

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in High Leverage Practices for Students With Disabilities: Professional and Ethical Norms; District Vision; Classroom Management and Safety; Student Learning; Learning Environment; and Meaningful Parent, and Family Engagement; 2) Plan and create action steps for the implementation of evidence-based practices that promote student achievement; 3) Utilize data to progress monitor and make adjustments as needed to support students in achieving IEP goals.

Participants will participate in program-focused session(s) each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and implementation plan development.
- c. Participants will plan for instruction, positive behavior supports, and positive classroom climate aligned to the CCDS Instructional Vision, and program guidance that lead to increased student achievement, using data to reflect on instructional decisions and make adjustments as needed to achieve students' IEP goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: Supporting Diverse Learners in the Primary Music Classroom

Component Number: 9-010-001

Inservice Points: 20

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the Florida Music Standards: Critical Thinking and Reflection; Skills, Techniques, and Processes; Organizational Structure; Historical and Global Connections; and Innovation, Technology, and the Future, and how to engage a diverse student classroom in these standards; 2) Design and enact action steps aligned to the FL Music Standards, the CCDS Instructional Vision, and Fine Arts Curriculum; 3) Develop effective instructional strategies for a diverse student classroom; 4) Reflect on data and action steps to make adjustments as needed to achieve goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning; 4) Facilitated reflection and debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the Florida Music Standards, CCDS Instructional Vision, and Fine Arts Curriculum that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments."

Component Title: Learning through Physical Education

Component Number: 9-011-001

Inservice Points: 6

Description of Objectives and Activities to be Completed:

Participants will: 1) Deepen knowledge of instruction and effective practices in teaching physical education to students; 2) Design and enact action steps aligned to the CCDS Instructional Vision; 3) Reflect on data and action steps to make adjustments as needed to achieve improvement goals.

Participants will participate in learning sessions each school year to include the following: 1) Exploration of evidence-based instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve school improvement goals.
- d. Student achievement will increase as evidenced by teacher collected quantitative and/or qualitative assessments such as observation, anecdotal notes, etc.

Component Title: Collaborative Scheduling, Planning, and Teaching

Component Number: 9-100-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills in the areas of collaborative teaching by designing and implementing a collaborative schedule that is inclusive to all students, 2) Reflect on student data to make adjustments as needed during collaborative planning, and 3) Review effective collaborative teaching models to implement in the classroom for student success.

Participants will have the opportunity to participate in multiple sessions each school year to include the following: 1) Review collaborative schedules to support inclusive practices, 2) Exploration of evidence-based collaborative teaching practices, 3) Small group collaborative discussions, and 4) Reflect on student data and collaborative lesson planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to collaborative teaching practices and the CCDS Instructional Vision that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to ensure student growth.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

Component Title: OneClay Leadership Academy

Component Number: 9-517-001

Inservice Points: 40

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop their knowledge and skills of teacher leadership practices to lead learning teams towards increased student success; 2) Design and enact action steps aligned to the 4 Critical PLC questions, Collaborative Team Actions, the CCDS Instructional Vision, and School Improvement Plans; 3) Reflect on data and action steps to make adjustments as needed to achieve improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based leadership and instructional practices; 2) Small group collaborative discussions; 3) Data review and action planning.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.
- c. Participants will design and enact action steps aligned to the 4 Critical PLC questions, Collaborative Team Actions, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement, using data to reflect on the action steps and make adjustments as needed to achieve improvement goals.
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

Component Title: ESOL: Leading & Supporting ESOL Instruction (Admin)

Component Number: 9-700-001

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will: 1) Develop skill of leading for diversity and creating a climate of inclusiveness for English Language Learners; 2) Develop understanding of shared responsibility and capacity building for English Language Learners; 3) Design and enact school-based action steps aligned to the FELS, the CCDS Instructional Vision, and School Improvement Plans; 4) Reflect on data and action steps to make adjustments as needed to achieve school improvement goals.

Participants will participate in multiple sessions each school year to include the following: 1) Exploration of evidence-based instructional practices and English Language Development; 2) Small group collaborative discussions; 3) Data review and action planning; 4) School-based classroom walkthroughs with facilitated debrief.

Component Evaluation Criteria - Detail component effectiveness on:

- a. Address the specific objectives;**
- b. Component efficacy of increasing educator knowledge and skill;**
- c. Component efficacy of changing educator dispositions or practice in educational settings and**
- d. Component efficacy of improving student outcomes**

- a. Participants will complete an end-of-course survey to provide feedback on the effectiveness of the component activities and component objectives.
- b. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and comprehensible instructional practices.
- c. Participants will design and enact action steps aligned to the FELS, CCDS Instructional Vision, and School Improvement Plans that lead to increased student achievement for English Language Learners, using data to reflect on the action steps and make adjustments as needed to increase ELLS' achievement .
- d. Student achievement will increase as evidenced by state, district, and/or school-based assessments

June 6, 2024 - Regular School Board Meeting

Title

C12 - 7 Mindsets Life Skills, Character Education & Skills to build Resilience

Description

7 Mindsets provides life skills training content based on character education standards as set forth by the state of Florida. Life skills training, character education, and resiliency training are critical to re-engaging students, supporting adults, establishing relationships, and creating a foundation for academic learning. Developing resiliency skills will help ensure that students will have the tools needed to handle difficult situations and prepare them for their future. The professional development components will help instructors understand how to build a positive school and classroom culture.

Gap Analysis

As stated in SB 7030, districts are required to “be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students...” Clay County is focused on encouraging and fostering the success of each child. To meet the character education standards and to prioritize the significance of Tier I prevention efforts, the 7 Mindsets learning platform will be implemented on a school by school basis to ensure students are receiving a common language and understanding of character education.

Previous Outcomes

Access to the 7 Mindsets curriculum has given schools the ability to teach life skills routinely. Several schools implementing for a fourth consecutive year reported a reduction in referrals, an increase in positive interactions and indicated that 7 Mindsets helps to shape the culture of their schools. The consistency of the content and delivery methods building from year to year has had a direct impact on the overall results of this program implementation.

Expected Outcomes

The use of 7 Mindsets will facilitate the development of resiliency skills and character education to help students understand how to handle difficult situations, engage with others and build relationships. Developing these skills will assist in removing barriers and open the pathway for academic achievement.

Strategic Plan Goal

Goal 4: Safe and Positive Learning Environment

Strategy 2: Cultivate and sustain resilience, respect and positive behavior through the training and implementation of student centered, evidenced-based practices.

Recommendation

That the Clay County School Board approve the renewal of 7 Mindsets.

Contact

Laura Fogarty 904-336-6513 laura.fogarty@myoneclay.net

Financial Impact

\$204,250.00

Review Comments

Attachments

📎 [240162 7 Mindsets Academy.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 240162

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: April 19, 2024

Name of Contract Initiator: Laura Fogarty

Telephone #: ~~904-742-6851~~ x6513

School/Dept Submitting Contract: Climate and Culture

Cost Center # 9004

Vendor Name: 7 Mindsets Academy, LLC

Contract Title: Resiliency Education

Contract Type: New Renewal Amendment Extension Previous Year Contract # 240041

Contract Term: July 1, 2024- June 30, 2025 Renewal Option(s): Annual

Contract Cost: \$204,250.00

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line # 100-6100(366 & 310)-9004-1175-0000-000-0

Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

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

____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract:**

“The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated.”

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

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

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

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

Workers’ Compensation = \$100,000 Minimum

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

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

____ Release and Hold Harmless (If Applicable)

RECEIVED

By Elaine at 2:35 pm, Apr 19, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	FDOE 6A-1.012 (11b) Need COI per Section 21
Review Date REVIEWED By Bertha Staefe at 1:22 pm, Apr 25, 2024	using SBCC ICA with an Attachment A-1
School Board Attorney JPS 5/9/24	Vendor quote lists renewal notification but our ICA page 6 has an end date, how does that work? - This is a one-year subscription without autorenewal option. There should not be any issues. Approved.
Other Dept. as Necessary	
Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	DATE: _____



INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This CONTRACTOR Services Agreement (“Agreement”) is made as of the effective date set forth below, by and between the SCHOOL BOARD OF CLAY COUNTY, Florida (hereinafter referred to as “SBCC”), a body corporate pursuant to s. 1001.40, Florida Statute, whose principal place of business is 900 Walnut Street, Green Cove Springs, Florida 32043 and 7 Mindsets Academy, LLC (hereinafter referred to as “CONTRACTOR”), whose principal place of business is 60 King Street Roswell, GA 30075.

WHEREAS, the SBCC 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 SBCC is interested in procuring the services and/or products of CONTRACTOR, as best fits the needs of the school district as determined by the SBCC; and

WHEREAS, CONTRACTOR desires to provide their services and/or products to the Clay County District Schools School/Department,

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. The Company, Vendor, Agency, or Consultant, of Contract for Goods and Services, hereafter collectively and individually referred to as the “CONTRACTOR”.
2. CONTRACTOR represents that it is an independent contractor and that it requires that the SBCC treat it as such. CONTRACTOR agrees:
 - a. That it has no rights to any benefits extended by the SBCC to its employees [including without limitation, sick leave, vacation time, insurance coverage, etc.];
 - b. That it will not take a position contrary to their status as an independent contractor, and agrees to accept the responsibilities placed on independent contractors by federal and state law [accordingly, the SBCC will not make the deductions or contributions that an employer may be required to make with respect to its employees, and the undersigned will be responsible for all federal and state tax and fund obligations, including without limitation, income tax, Social Security, unemployment compensation, etc.];
 - c. CONTRACTOR agrees, as an independent contractor and not an employee of the SBCC, it is responsible for providing their own Worker’s Compensation Insurance and social security/self-employment contributions.
3. 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 SBCC, CONTRACTOR shall indemnify, defend, and hold harmless the SBCC, 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 SBCC 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.
4. CONTRACTOR agrees to be bound by, and at its own expense comply with, all federal, state, and local laws, ordinances, and regulations applicable to the services. CONTRACTOR shall review and comply with the confidentiality requirements of federal and state law and the SBCC policy regarding access to and use of records.

5. Reservation of Sovereign Immunity: No provision or language in the underlying contract shall be construed or interpreted to increase the scope or dollar limit of the SBCC's liability beyond that which is set forth in Section 768.28 of the Florida Statutes. Nor shall any such language be construed or interpreted to waive the SBCC's sovereign immunity from suit, or to require the SBCC to indemnify CONTRACTOR or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts or omissions other than those which arise from the actionable negligence of the SBCC. The SBCC expressly reserves all other protections and privileges related to its sovereign immunity.
6. CONTRACTOR will perform the services in a thorough, efficient, and professional manner, promptly and with due diligence and care, and in accordance with the best practices of the profession, utilizing qualified and suitable personnel, equipment and materials. CONTRACTOR warrants and represents to the SBCC that it possesses the expertise, capability, equipment and personnel to properly perform the services and that it is properly and legally licensed to perform the services. CONTRACTOR acknowledges that the SBCC is relying on the warranties and representations made by CONTRACTOR.
7. Method of Payment: Services and/or Products satisfactorily received shall be compensated in accordance with Attachment A and the following terms:
 - a. Procurement is performed in accordance with applicable law, State Board of Education Rules, Clay County School Board Policy and other applicable rules and regulations which govern. CONTRACTOR shall be paid in accordance with the Local Government Prompt Payment Act (218.70, et seq., Florida Statutes) upon submission of detailed invoices to the appropriate location listed on the District Purchase Order and/or the School Internal Account Purchase Order, and only after delivery and acceptance of the services and/or products provided.
 - b. Services and/or Products, as authorized by and listed in Attachment A, shall be compensated by Hour Rate (cost per hour) / Fixed Fee (*includes direct and indirect costs*) / Flat Rate (*cost for scope of work*) / etc.
 - c. Direct reimbursement for travel expenses, as authorized by and listed in Attachment A, shall be made in accordance with the requirements and rates found at F.S. 112.061 and any applicable SBCC policies.
 - d. Incurrence of other direct expenses, if any, must be pre-approved in writing by the SBCC.
 - e. Unless otherwise required by law, the SBCC's payment obligations (if any) arising from the underlying Agreement are contingent upon an annual appropriation by the School Board and the availability of funds to pay for the contracted services and/or products provided. If such funds are not appropriated for the underlying Agreement and results in its termination, such conditions/events shall not constitute a default by the SBCC.
8. The SBCC and CONTRACTOR have mutual rights to terminate this Agreement with or without cause and without penalty or further payment, at any time upon thirty (30) days written notice to the other party. However, if it is determined by the SBCC that the work is not being performed as agreed herein, CONTRACTOR shall be deemed to be in default, and the SBCC reserves the right to cancel this Agreement immediately.
9. Force Majeure: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.
10. This Agreement shall not be modified or amended except in writing, duly agreed to and executed by the parties.
11. CONTRACTOR shall not assign this Agreement in whole or in part, without the express written consent of the SBCC Purchasing Department.
12. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida and venue shall be in Clay County, Florida.
13. No other representations or promises shall be binding on the parties hereto except those representations or promises contained herein.

14. In the event that any part, term, or provision of this Agreement is, in a court of competent jurisdiction, found to be illegal or unenforceable, the validity of the remaining portions and provisions will not be affected, and the rights and obligations of the parties shall be construed and enforced as if this Agreement did not contain the particular part, term, or provision held to be so invalid.
15. Should any litigation be commenced in connection with this Agreement, the prevailing party shall be entitled to reasonable attorney fees and court costs.
16. The parties hereto represent that they have reviewed this Agreement and have sought legal advice concerning the legal significance and ramifications of this Agreement.
17. CONTRACTOR shall retain records associated with the services and/or products provided herein for a period of three years following final payment. CONTRACTOR shall, with reasonable notice, provide the SBCC access to these records during the above retention period.
18. Jessica Lunsford Act: SBCC is required to conduct background screening of CONTRACTOR (including its employees, agents, and sub-contractors) (go to [Clay County District Schools website](#) for fingerprinting procedures). CONTRACTOR represents and warrants to the SBCC 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 SBCC proof of such compliance upon request.

Certification: By executing this Agreement, CONTRACTOR swears and affirms under penalty of perjury that all of its employees, agents, and subcontractors will comply with these procedures, the requirements of the Jessica Lunsford Act, SBCC's finger printing procedures, and the laws of the State of Florida. Failure to comply with these procedures, the Act, SBCC's finger printing procedures, and the law of the State of Florida shall constitute a material breach of the Agreement, and SBCC may avail itself of all remedies pursuant to law. CONTRACTOR agrees to indemnify and hold harmless SBCC, its officers, employees, and agents, from and against any and all claims or causes of action, including without limitation those for personal injury, death, property damages, and attorney fees, arising out of or relating to CONTRACTOR's failure to comply with any of the above.

19. E-Verify: CONTRACTOR named herein, and its subcontractors, are required to register with and use the U.S. Department of Homeland Security's (DHS) E-Verify system to verify the work authorization status of all newly hired employees. By executing this Agreement, the CONTRACTOR certifies that it, and any sub-contractors with which it contracts, are registered with, and use, the E-Verify system for all newly hired employees, and acknowledges that it must obtain an affidavit from its subcontractors in accordance with Section 448.095(2)(b) Fla. Stat. that the subcontractor does not employ, contract with or subcontract with any unauthorized alien. The CONTRACTOR must maintain a copy of such affidavit for the duration of the Agreement. This section serves as notice to the CONTRACTOR that, pursuant to the terms of Section 448.095(2)(c) 1 and 2, Florida Statutes, the SBCC shall terminate this Agreement if it has a good faith belief that the CONTRACTOR has knowingly violated Section 448.09(1), F.S.. If the SBCC has a good faith belief that the subcontractor, without the knowledge of the CONTRACTOR, has knowingly violated Section 448.09(1) or 448.095(2), F.S., the SBCC shall notify the CONTRACTOR and order the CONTRACTOR to immediately terminate the contract with the subcontractor. If the SBCC terminates an Agreement with a CONTRACTOR pursuant to sec. 448.095(2)(c), F.S., the CONTRACTOR will not be awarded a public contract for at least one year after the date of such termination.
20. The CONTRACTOR certifies that CONTRACTOR is in compliance with the requirements of law regarding equal employment opportunity for all persons without regard to age, race, color, religion, sex, national origin, or disability and is not on the Discriminatory Vendor List pursuant to Florida Statute 287.134.
21. CONTRACTOR shall, at CONTRACTOR's sole expense, procure and maintain during the term of this Agreement, at least the following minimum insurance coverage, which shall not limit the liability of CONTRACTOR:

<u>General Liability Policy:</u>	<u>Auto Liability Policy:</u>	<u>Worker's Compensation Policy:</u>
\$1,000,000.00 per occurrence	\$1,000,000.00 combined single limit	\$100,000
\$2,000,000.00 aggregate	\$5,000,000.00 (if charter or common carrier)	<i>*Exempt, need signed WCAF</i>

**If the CONTRACTOR is exempt from Worker's Compensation insurance obligations, the CONTRACTOR must sign the Worker's Compensation Acknowledgment Form (WCAF) attached hereto as Exhibit # 1.*

All policies of insurance shall be rated "A-" or better by the most recently published A.M. Best Rating Guide and shall be subject to the SBCC approval as to form and issuing company. The SBCC shall be named as certificate holder and as an *additional insured* in the comprehensive general (including property damage) liability policy within five (5) days after execution of this Agreement. CONTRACTOR shall furnish the SBCC's Representative copies of insurance certificates evidencing that it maintains at least the insurance coverage required hereunder, and which contain the following or equivalent clause: *"Before any reduction, cancellation, modification or expiration of the insurance policy, thirty (30) days prior written notice thereof shall be given to the SBCC."* CONTRACTOR is NOT authorized to proceed with the services until all the insurance certificates have been received and accepted.

Receipt of certificates or other documentation of insurance or policies or copies of policies by the SBCC, or by any of its representatives, which indicate less coverage than required does not constitute a waiver of CONTRACTOR's obligation to fulfill the insurance requirements herein.

22. CONTRACTOR shall not solicit or accept brokerage or any other fees or remuneration from any provider of the SBCC insurance program.
23. CONTRACTOR recognizes and acknowledges that by virtue of entering into this Agreement and providing services hereunder, CONTRACTOR, its agents, employees, officers, and subcontractors may have access to certain confidential information and processes, including confidential student information, personal health information, financial records, and access to the SBCC networks (hereinafter "Confidential Information"). CONTRACTOR agrees that neither it nor any CONTRACTOR agent, employee officer, or subcontractor will at any time, either during or subsequent to the term of this Agreement, disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by the SBCC in writing, any Confidential Information. In addition, following expiration of said Agreement, CONTRACTOR, its agents, employees, officers, and subcontractors shall either destroy or return to the SBCC all Confidential Information. With 72-hours written notification, the SBCC reserves the right to determine whether or not Confidential Information has been destroyed and such confirmation may include inspecting the CONTRACTOR's facilities and equipment. CONTRACTOR understands and agrees that it is subject to all federal and state laws and SBCC 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. Access to SBCC data or networks shall require a SBCC Data-Sharing and Usage Agreement and shall only be authorized by the SBCC IT Department.
24. CONTRACTOR is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of CONTRACTOR's duties under this Agreement, and will specifically:
 - 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 SBCC, 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 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 SBCC, 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 SBCC must be provided in a format that is compatible the SBCC's information technology systems.
 - e. The SBCC is authorized to collect, use or release social security numbers (SSN) of CONTRACTOR and their employees for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law (Sections 119.071(5)(a)2 and 3, Florida Statutes):
 - a) Criminal history and criminal background checks/Identifiers for processing fingerprints by Department of Law Enforcement, if SSN is available [Required by Fla. Admin. Code 11 C-6.003 and Fla. Stat. § 119.071(5)(a)6]

b) Vendors/Consultants that District reasonably believes would receive a 1099 form if a tax identification number is not provided including for IRS form W-9 [Required by 26 C.F.R. § 31.3406-0, 26 C.F.R. § 301.61091, and Fla. Stat. § 119.071(5)(a)2 and 6]

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 termination by the SBCC 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 SBCC'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, OR AT 904-336-6500, OR AT: PRR@myoneclay.net

25. **Government Funding:** Funding for this Agreement may be provided in whole or in part by one or more Government funding agencies (Federal, State, Local). As a result, CONTRACTOR shall comply with applicable Laws, Regulations, Executive Orders, and Governmental Agency Rules and Policies included but not limited to Florida Department of Education (DMS, SREF); Florida Statutes Chapter 287, 489; Code of Federal Regulations Titles: 2 – Grants and Agreements (2 C.F.R. §200), Title 7 – Agriculture (NSLP), Title 34 – Education (EDGAR, FERPA), Title 44 – Emergency Management and Assistance (FEMA); U.S. Code Titles: 20, 31, 40, 4.

To the extent that the SBCC is using Government Funds as a source of payment for this Agreement, CONTRACTOR shall execute and deliver to the SBCC the following forms, attached hereto as Exhibit # 2: (a) EDGAR Certification; (b) Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion; (c) Drug-Free Workplace Certification; (d) Non-Collusion Affidavit; and (e) Disclosure of Potential Conflict of Interest.

In the event of any conflict or inconsistency between the terms and conditions of this Agreement and any terms or conditions set forth in any other document relating to the transactions contemplated by this Agreement, the terms and conditions set forth in this Independent Contractor Services Agreement shall prevail.

SBCC'S Representative with CONTRACTOR is: Laura Fogarty

School/Department Name: Climate & Culture

Mailing Address: 900 Walnut Street Green Cove Springs, Fl 32043

Phone #: 904-336-6513 Email Address: laura.fogarty@myoneclay.net

Accepted and Agreed to:

SCHOOL BOARD OF CLAY COUNTY

By: _____

Print Name: Ashley Gilhousen

Title: Board Chair

Date: _____

CONTRACTOR

By: Vanessa Ashlock

Print Name: Vanessa Ashlock

Title: CFO

Date: 04/25/2024

Attachment A

SCOPE OF SERVICES AND/OR PRODUCTS

1. **Description of Services and/or Products** (If sufficient space is not available on Attachment A, CONTRACTOR may provide information and append it to the Agreement as Attachment A-1, Attachment A-2, etc)

Please see Attachment A-1

DRAFT

2. **Term:**

The term of this Agreement shall commence on July 1, 2024 and continue until June 30, 2025, unless earlier terminated as set forth in Agreement.

3. **Fee:**

The CONTRACTOR shall provide services and/or products described in Attachment A, at the rate of \$ Please see Attachment A-1 (Hour Rate (cost per hour) / Fixed Fee (includes direct and indirect costs) / Flat Rate (cost for scope of work) / etc). The total compensation under this agreement shall not exceed \$ \$204,250.00.

Exhibit # 1

WORKERS COMPENSATION ACKNOWLEDGEMENT FORM (WCAF)

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. Contractor had an opportunity to review and consult with legal counsel regarding this document.
10. Contractor 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: 7 Mindsets Academy LLC

Signature of Authorized Representative: *Vanessa Ashlock*

Printed Name of Authorized Representative: Vanessa Ashlock

Title of Authorized Representative: CFO

Date: 04/25/2024

Exhibit # 2 (a)

EDGAR CERTIFICATIONS

All purchases involving the expenditure of federal funds must be compliant with the Education Department General Administrative Regulations ("EDGAR"). The following certifications and provisions are required and apply when the School Board of Clay County, Florida ("SBCC" "School Board") expends federal funds for any purchase resulting from this procurement process. Pursuant to 2 C.F.R. § 200.326, all contracts, including small purchases, awarded by the District shall contain the procurement provisions of Appendix II to Part 200, as applicable.

REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS APPENDIX II to C.F.R. PART 200

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when School Board expends federal funds, School Board reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, for all contracts involving Federal funds in excess of \$10,000, School Board reserves the right to terminate the contract (i) for convenience, and/or (ii) for cause by issuing a certified notice to the vendor.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when School Board expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when School Board expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29

EDGAR CERTIFICATIONS (continued)

CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award resulting from this procurement process.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (F) during the term of an award resulting from this procurement process.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (G) during the term of an award resulting from this procurement process.

(H) Energy Policy and Conservation Act (2 CFR §910.120, 10 CFR §600.236). Vendor agrees to comply with the mandatory standards and policies relating to energy efficiency contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

Pursuant to Federal Rule (H) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (H) during the term of an award resulting from this procurement process.

(I) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (I) above, when federal funds are expended by School Board, Vendor certifies that during the term of an award resulting from this procurement process, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

(J) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (J) above, Vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The Vendor further certifies that: (1) No Federal appropriated funds have been

EDGAR CERTIFICATIONS (continued)

paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding 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 to any person for influencing or attempting to influence an officer or employee of any agency, 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 covered subawards in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

RECORDS ACCESS AND RETENTION

Records Access (34 CFR 80.36 (i)(10): All vendors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which are directly pertinent to this specific bid/contract for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention (2 C.F.R. § 200.333): Financial records, supporting documents, statistical records and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or passthrough entity in the case of a subrecipient.

RECOVERED MATERIALS

Recovered Materials (2 CFR §200.322): Contractor must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Vendor's Name: 7 Mindsets Academy LLC

Signature of Authorized Representative: *Vanessa Ashlock*

Print Name of Authorized Representative: Vanessa Ashlock, CFO

Exhibit # 2 (b)

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Instructions for Certification:

1. The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:
 - a) presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 - b) have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for 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 indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or
 - d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Vendor: 7 Mindsets Academy LLC

Vanessa Ashlock
Printed Name

Signature: Vanessa Ashlock

CFO
Title of Authorized Representative

Date: 04/25/2024

Exhibit # 2 (c)

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, Florida Stat. as follows:

Preference to businesses with drug-free workplace programs - Whenever two or more bids, proposals, or replies that are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid, proposal, or reply received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tied bids, proposal, or replies shall be followed if none of the tied vendor has a drug-free workplace program. In order to have a drug-free workplace program, 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 of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, 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.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: 7 Mindsets Academy LLC

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

Vanessa Ashlock
(Printed Name)

Vanessa Ashlock
(Signature)

CFO
(Title)

04/25/2024
(Date)

Exhibit # 2 (d)

NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME Vanessa Ashlock, CFO). 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 7 Mindsets Academy LLC) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

I attest that (INSERT NAME OF COMPANY 7 Mindsets Academy LLC) understands and acknowledges that the above representations are material and important, and will be relied on by The School Board of Clay County, Florida, in awarding the contract for which this offer is submitted. I understand and my firm understands that any misstatement of material representations herein shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: 7 Mindsets Academy LLC

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Vanessa Ashlock
(Printed Name)

Vanessa Ashlock
(Signature)

CFO
(Title)

04/25/2024
(Date)

Exhibit # 2 (e)

**DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND
CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP**

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Contractor must disclose the names of any employees who are employed by Contractor who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Contractor's Employee	SBCC Title or Position of Contractor's Employee	SBCC Department/School of Contractor's Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

I hereby affirm that there are no known persons employed by Contractor who are also an employee of SBCC.

I hereby affirm that all known persons who are employed by Contractor who are also an employee of SBCC have been identified above.

Vanessa Ashlock
Signature

7 Mindsets Academy LLC
Company Name



CERTIFICATE OF LIABILITY INSURANCE

9/1/2024

DATE (MM/DD/YYYY)

1/3/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

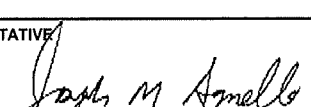
PRODUCER Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000 kcasu@lockton.com	CONTACT NAME: _____	
	PHONE (A/C, No, Ext): _____	FAX (A/C, No): _____
E-MAIL ADDRESS: _____		
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: The Continental Insurance Company		A 35289
INSURER B: Lloyds of London		N/R
INSURER C: Trisura Specialty Insurance Company		A 16188
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** 19804930 **REVISION NUMBER:** XXXXXXXX

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

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER: _____	Y	N	7034014719	9/1/2023	9/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	N	N	7034014722	9/1/2023	9/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX \$ XXXXXXXX
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$	N	N	7034014753	9/1/2023	9/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$ XXXXXXXX
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	NOT APPLICABLE			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ XXXXXXXX E.L. DISEASE - EA EMPLOYEE \$ XXXXXXXX E.L. DISEASE - POLICY LIMIT \$ XXXXXXXX
C	CYBER	N	N	ATB-6736424-02	9/1/2023	9/1/2024	\$1,000,000
B	SEXUAL ABUSE & MOLESTATION			W33ACB220101	10/20/2023	10/20/2024	\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 CERTIFICATE HOLDER IS AN ADDITIONAL INSURED ON GENERAL LIABILITY, IF REQUIRED BY WRITTEN CONTRACT AND SUBJECT TO THE TERMS AND CONDITIONS OF THE POLICY.

CERTIFICATE HOLDER 19804930 SCHOOL BOARD OF CLAY COUNTY 900 WALNUT STREET GREEN COVE SPRINGS FL 32043	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 



Quote Number 00009439
 Quote Date 4/8/2024

Prepared By Caroline King
 Email caroline@7mindsets.com

CONTACT INFORMATION

Contact Name Laura Fogarty
 Contact Email laura.fogarty@myoneclay.net

Prepared For: Clay County District Schools
 Billing Address 900 Walnut St
 Green Cove Springs, FL 32043
 USA

Notes

Quote Notes: Includes the PD at the 2024 Summer Leadership Training in June. Each solution includes Admin and teacher training and support throughout the school year.

Terms

License Start Date 7/1/2024
 Subscription Terms 1 Year Subscription

License End Date 6/30/2025
 Payment Terms Net 15

Product Description	Quantity	Sales Price	Total Price
7 Mindsets Full Access to Online Platform, 7M Spanish, 7M Mobile App, Resource Hub (Includes parent letters), Lesson Builder, Educator Zone (Curriculum Tools, Implementation Tools, Morning Announcements), Leader Dashboard, Signature Practices, BRONZE SERVICE	43.00	\$3,250.00	\$139,750.00
BASE Education District Size (5001+) students - Elementary/Middle/High School Modules, Onboarding Support	43.00	\$1,500.00	\$64,500.00

Subtotal \$204,250.00
 Discount 0.00%
 Discount Total \$0.00
 Grand Total \$204,250.00

License applies to the following School(s) or Group(s)

- License Accounts: Elementary Schools:
1. Argyle Elementary
 2. Charles E Bennett Elementary
 3. Clay Hill Elementary
 4. Coppergate Elementary
 5. Discovery Oaks Elementary
 6. Doctors Inlet Elementary



- 7. Fleming Island Elementary
- 8. Grove Park Elementary
- 9. Keystone Heights Elementary
- 10. Lake Asbury Elementary
- 11. Lakeside Elementary
- 12. McRae Elementary
- 13. Middleburg Elementary
- 14. Montclair Elementary
- 15. Oakleaf Village Elementary
- 16. Orange Park Elementary
- 17. Paterson Elementary
- 18. Plantation Oaks Elementary
- 19. RideOut Elementary
- 20. Ridgeview Elementary
- 21. S. Bryan Jennings Elementary
- 22. Shadowlawn Elementary
- 23. Spring Park Elementary
- 24. Swimming Pen Creek Elementary
- 25. Thunderbolt Elementary
- 26. Tynes Elementary
- 27. W.E. Cherry Elementary
- 28. Wilkinson Elementary
- Junior High Schools:
- 29. Green Cove Springs Junior High
- 30. Keystone Jr./Sr. High
- 31. Lake Asbury Junior High
- 32. Lakeside Junior High
- 33. Oakleaf Junior High
- 34. Orange Park Junior High
- 35. Wilkinson Junior High
- High Schools:
- 36. Clay High
- 37. Fleming Island High
- 38. Keystone Jr./Sr. High
- 39. Middleburg High
- 40. Oakleaf High
- 41. Orange Park High
- 42. Ridgeview High
- Other:
- 43. Clay Virtual Academy

DRAFT

Product Terms & Definitions

Subscription Services Terms

The subscription Services are delivered under a limited, non-exclusive, non-transferrable, non-sublicensable, revocable license, subject to the Terms and Conditions on the Agreement between 7 Mindsets and the Purchaser. The number of license and applicable feed will be specified in the Order Form. The Purchaser's access to the use of the Service is permitted during the Term of the license. The License Start and End dates for the Subscription Services are listed in the above terms. Renewal notifications will be sent to the Customer sixty (60) days before the License End Date, and invoices will be generated within thirty (30) days of the License End Date.



Professional Development Terms

7 Mindsets and affiliates Professional Development includes both Onsite and Virtual Training and Implementation Services. The scope and delivery date(s) for Professional Development will be determined during the initial implementation process, unless previously agreed upon and referenced in the notes section of the Order Form. The terms and conditions governing the Subscription Services and Professional Development are available in the Master Subscription Agreement at <https://www.7mindsetsportal.com/agreement.pdf> and the Terms of Use [7 Mindsets Terms of Use.pdf](#), respectively

Binding Agreement

This Order Form serves as a binding legal agreement between the Purchaser and 7 Mindsets and its affiliates and incorporates the terms of the Master Subscription agreement available at <https://www.7mindsetsportal.com/agreement.pdf>. By signing the Order Form, the Purchaser acknowledges and agreed to be bound by the terms and conditions set forth in the Agreement and this Order Form. The signatory for the Purchaser certifies that they have the authority to sign this Agreement and Order Form on behalf of the Purchaser and that they have read, understood, and will comply with the Agreement and this Order Form. The payment terms for both the Subscription Services and the Professional Development services, stating that payment is due within (15) days from the invoice date. This Order Form, together with the Agreement and any other executed Order Forms, constitutes the entire agreement between the parties and supersedes all prior negotiations, agreements, representations, and discussions related to this subject matter.

Complete License Terms and Conditions may be found in the Master Subscription Agreement at <https://www.7mindsetsportal.com/agreement.pdf> and Terms of Use [7 Mindsets Terms of Use.pdf \(7mindsetsportal.com\)](#)

Sales and Use Tax

Sales and Use Tax will be applicable based on taxable sales and customer tax exemption status.

Purchasing Terms

Purchase Orders (PO) may be sent directly to orderprocessing@7mindsets.com
If applicable, please include current tax exempt form.

If a Purchase Order (PO) is NOT required, please *Sign Below* and an invoice will be generated and sent via email.

Invoice Instructions

School or District:

Attention:

Accounts Payable

Special Instructions (Reference PO or Requisition Number, etc):

dl-accountspayable@myoneclay.net

Email:

Customer Approval

7 MINDSETS

Teaching Mindsets. Changing Lives.

7 Mindsets Academy, LLC
60 King Street
Roswell, GA 30075
(678) 878-3144
www.7mindsets.com
QUOTE



Professional Development Terms

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Binding Agreement

This Order Form serves as a binding legal agreement between the Purchaser and 7 Mindsets and its affiliates and incorporates the terms of the Master Subscription agreement available at <https://www.7mindsetsportal.com/agreement.pdf>. By signing the Order Form, the Purchaser acknowledges and agreed to be bound by the terms and conditions set forth in the Agreement and this Order Form. The signatory for the Purchaser certifies that they have the authority to sign this Agreement and Order Form on behalf of the Purchaser and that they have read, understood, and will comply with the Agreement and this Order Form. The payment terms for both the Subscription Services and the Professional Development services, stating that payment is due within (15) days from the invoice date. This Order Form, together with the Agreement and any other executed Order Forms, constitutes the entire agreement between the parties and supersedes all prior negotiations, agreements, representations, and discussions related to this subject matter.

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Sales and Use Tax

Sales and Use Tax will be applicable based on taxable sales and customer tax exemption status.

Purchasing Terms & Approval

7 Mindsets Subscription Agreement

SUBJECT TO THIS 7 MINDSETS SUBSCRIPTION AGREEMENT, 7 MINDSETS WILL DELIVER, AND CUSTOMER WILL BE PERMITTED TO USE, THE MINDSET ACADEMY CLASSROOM PORTAL AS SPECIFIED IN MORE DETAILS IN AN ORDER FORM (TOGETHER, THE "AGREEMENT").

1. DEFINITIONS.

"Authorized Users" means individuals who are authorized by Customer to use the Mindset Academy Classroom Portal for which Customer has paid a subscription fee and who have been supplied login credentials by Customer or by Us at Customer's request. Authorized Users may include but are not limited to Customer employees, parents, consultants, contractors and agents whom Customer permits to access and use the Service subject to this Agreement as well as subject to the [7 Mindsets Terms of Use](#) and [7 Mindsets Privacy Policy](#) which can be found [here](#) and [here](#), respectively.

"Service" means the online, mobile and web-based applications of the Mindset Academy Classroom Portal found at www.7mindsetsportal.com and all content in the Portal including assessments, designs, text, graphics, pictures, information, data, software, sound files, other files, and the selection and arrangement thereof (collectively, the "7 Mindsets Materials") provided by 7 Mindsets for access by the Authorized Users via a unique code provided to the Customer pursuant to this Agreement.

"Customer" "You" or "Your" means the School, School District, or other legal entity on whose behalf You are accepting this Agreement and purchasing a subscription to the Service.

"Customer Data" means the first name, last name, username, passwords, or other log-in information used to access the Service. Customer Data may also include any data which may be uploaded or submitted into the Service by Authorized Users.

"License Start Date" means July 1st of the current calendar year or the date otherwise indicated as the License Start Date on the applicable Order Form.

"Malicious Code" means viruses, worms, time bombs, Trojan horses and other harmful or malicious code, files, scripts, agents or programs.

"Order Form" means the ordering documents between the Customer and 7 Mindsets, which set forth, at a minimum, (i) the Subscription Term purchased (1 year, 3 year or 5 year and whether pre-paid or paid annually); (ii) the quantity of licenses provided with the Subscription (number of Authorized Users/classrooms/school buildings/district-wide permitted to access the Service); and (iii) the price of the Service purchased subject to these Terms and Conditions as well as any exhibits, addendum, or attachments to such Order Forms. By way of example, an Order Form may take the form of a 7 Mindsets Price Quote signed by the Customer. In any case, the applicable Order Forms shall be incorporated herein by reference.

"Subscription Term" means the number of years purchased by the Customer beginning on the License Start Date as set forth in the applicable Order Form. By way of example only, a 1-year Subscription Term could run from July 1 in the current calendar year through June 30th of the following calendar year unless otherwise set forth in the applicable Order Form.

"7 Mindsets," "We," "Us" or "Our" means 7 Mindsets LLC as described in Section 9 (Who You Are Contracting With, Notices, Governing Law and Jurisdiction).

2. MINDSET ACADEMY CLASSROOM PORTAL LICENCE AND ENTITLEMENTS.

Subject to the Terms and Conditions of this Agreement, 7 Mindsets grants to Customer a limited, non-exclusive, non-transferrable, non-sublicensable, revocable license to permit Authorized Users to access and use the Service during the Term. The number of licenses to which You are entitled, and the applicable fees payable to 7 Mindsets, will be specified in the Order Form. You agree that Your purchases hereunder are neither contingent on the delivery of any future functionality or features nor dependent on any oral or written public comments made by Us regarding future functionality or features of the Service.

3. USE OF THE SERVICE.

3.1 Customer shall: (i) comply with the 7 Mindsets Terms of Use found [here](#) and the 7 Mindsets Privacy Policy found [here](#), both of which are incorporated herein by reference; (ii) provide accurate account information with respect to its Authorized Users to 7 Mindsets and promptly report any changes to such information; (iii) maintain the confidentiality and security of Customer's account

information; (iv) use commercially reasonable efforts to prevent unauthorized access to or use of the Service, keep all log-in information strictly confidential, and notify Us promptly of any unauthorized access or use; (v) have an appropriate privacy and data security policy in place and comply therewith (including the requirements of the Family Educational Rights and Privacy Act ("FERPA")); (vi) use the Service only in accordance with the terms of this Agreement and applicable laws and government regulations; and (vii) ensure that each of its Authorized Users complies with the foregoing.

3.2 Customer shall not, except as expressly authorized or directed by 7 Mindsets, (i) share the unique Customer code allowing access to the Service with anyone other than Authorized Users; (ii) copy, modify, translate, or distribute the Service; (iii) decompile, disassemble, or otherwise reverse engineer the Service or otherwise use the Service to develop functionally similar products or services; (iv) modify, alter or delete any of the copyright, trademark, slogan, or other proprietary notices in or on the Service; (v) sell, resell, rent or lease the Service or use the Service for the benefit of any third party; (vi) use the Service to store or transmit Malicious Code; (vii) attempt to gain unauthorized access to the Service or the related systems or networks; or (viii) permit any Authorized Users or third party to do any of the foregoing.

4. FEES AND PAYMENT.

4.1 Fees. In consideration of the Service provided hereunder, Customer shall pay all fees specified in any Order Forms between the Customer and 7 Mindsets. Except as specified herein or in an Order Form, (i) fees are based on the number of Authorized Users/classrooms/school buildings/district-wide licenses purchased (as indicated on the Order Form) and not actual usage of the licenses; (ii) with the exception of an instance of early termination as outlined in clause 8.2, payment obligations are non-cancelable and non-refundable; (iii) fees are payable annually in advance, and (iv) the number of licenses purchased cannot be decreased during the relevant Subscription Term stated on the Order Form.

4.2. Invoicing and Payment. Unless otherwise stated in the Order Form or unless otherwise agreed between You and 7 Mindsets in writing, Customer will pay to 7 Mindsets the fees specified in the Order Form within thirty (30) days of the date of invoice. If You purchased a multi-year subscription payable annually, unless otherwise specified in the Order Form or unless otherwise agreed between You and 7 Mindsets, 7 Mindsets will automatically invoice You thirty (30) days prior to the anniversary of Your License Start Date. You are responsible for maintaining complete and accurate billing and contact information to Us and notifying Us of any changes to such information. Fees are subject to any taxes, levies, duties or similar governmental assessments of any nature, including but not limited to sales, use or withholding taxes, assessable by any local, state, or federal jurisdiction (collectively, "Taxes"). You are responsible for paying all Taxes associated with Your purchases hereunder, unless You provide Us with a valid tax exemption certificate authorized by the appropriate taxing authority.

4.3. Suspension of Service. If any fees owing by You under this or any other agreement for the Services is thirty (30) or more days overdue, We may, without limiting Our other rights and remedies, suspend Your use of the Service until such fees are paid in full.

5. PROPRIETARY RIGHTS.

5.1. Reservation of Rights. The Service is a subscription product that is licensed, not sold outright to the Customer. Subject to the limited rights expressly granted hereunder, We reserve all rights, title and interest in and to the Service and all 7 Mindsets Materials contained in the Service, including all related intellectual property rights. No rights are granted to You hereunder other than as expressly set forth herein.

5.2. Ownership of Customer Data. As between Us and You, except for Your co-operation and the rights granted to 7 Mindsets for the purpose of offering the Service as more fully detailed in the 7 Mindsets Terms of Use, 7 Mindsets has no ownership interest in any Customer Data and will not share, disclose, or disseminate any personally identifiable Customer Data to any third parties without the express permission of the Customer. See 7 Mindset's Privacy Policy located [here](#) for more information about our privacy and security practices with respect to personally identifiable information.

6. WARRANTIES, DISCLAIMERS AND INDEMNIFICATION.

EXCEPT AS EXPRESSLY PROVIDED HEREIN, THE SERVICE IS PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY 7 MINDSETS. 7 MINDSETS EXPRESSLY DISCLAIMS ALL WARRANTIES EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, OR WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR USE. WITHOUT LIMITING THE FOREGOING, 7 MINDSETS GIVES NO WARRANTY THAT THE

SERVICE WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY 7 MINDSETS OR ITS EMPLOYEES SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF 7 MINDSETS'S OBLIGATIONS HEREUNDER, AND YOU MAY NOT RELY ON ANY SUCH INFORMATION OR ADVICE.

Customer hereby indemnifies 7 Mindsets against all losses, damages, liabilities and expenses (including reasonable legal fees and costs) which 7 Mindsets may incur or sustain as a result of Customer's use or misuse of the Service.

7. LIMITATION OF LIABILITY.

7.1. Limitation of Liability. IN NO EVENT SHALL 7 MINDSETS BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR PUNITIVE DAMAGES. ADDITIONALLY, 7 MINDSETS SHALL NOT BE LIABLE FOR DAMAGES RELATED TO LOST DATA OR ANY OTHER INDIRECT DAMAGES EVEN IF 7 MINDSETS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGE. TO THE EXTENT PERMITTED BY APPLICABLE LAW, 7 MINDSETS' AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT, WHETHER IN CONTRACT, TORT, STRICT LIABILITY, OR UNDER ANY OTHER THEORY OF LIABILITY, SHALL NOT EXCEED THE TOTAL AMOUNT PAID BY THE CUSTOMER HEREUNDER IN THE PRIOR 12-MONTH PERIOD. 7 MINDSETS WILL NOT BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE SERVICE, OR USE OF THE SERVICE IN A MANNER THAT VIOLATES ANY APPLICABLE LAW OR REGULATION, USE OR FAILURE TO USE ASSESSMENTS THAT ARE PART OF THE SERVICE OR THE CONSEQUENCES THEREOF, OR FOR CUSTOMER'S FAILURE TO IMPLEMENT, ACCESS OR USE CERTAIN FEATURES OF THE SERVICE. The limitation of liability set forth in this Section 7 shall not apply to (i) liability resulting from 7 Mindsets' gross negligence, fraud, or willful misconduct and (ii) death or bodily injury resulting from 7 Mindsets' negligent acts or omissions.

8. TERM AND TERMINATION.

8.1. Term of Agreement. Customer's licenses and these Terms and Conditions will be in effect from the License Start Date through the duration of the Subscription Term specified in the Order Form and may be renewed or extended by mutual agreement of 7 Mindsets and the Customer.

8.2 Early Termination. Either party may terminate the subscription for cause if the other party (or in the case of 7 Mindsets, an Authorized User of the Customer) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within thirty (30) days of its receipt of written notice of such breach. A material breach by Customer shall include, but is not limited to, non-payment of Subscription Fees and/or a breach of any provision of clause 3. In the event Customer terminates for breach by 7 Mindsets, customer shall receive a pro rata refund of any Fees paid in advance.

Customer may terminate the subscription as follows:

8.2.1 In the event Customer's subscription is a multi-year subscription payable over multiple years, Customer may terminate its subscription by giving notice of termination in writing to 7 Mindsets at least 30 days prior to the anniversary of the License Start Date. In such event, Customer will not be required to pay the remainder of the license fees, however, Customer is not entitled to a refund of previously paid license fees.

8.2.2 If the Customer purchased a 1-year subscription or pre-paid for a multi-year subscription, Customer may terminate its subscription at any time, however, the Customer will not be entitled to any refund of previously paid subscription fees.

8.2.3 To the extent that 7 Mindsets suspends or terminates the Service for more than ninety (90) consecutive days, Customer may terminate its subscription and s will be refunded a prorated share of the current annual subscription fee as well as any fees which Customer pre-paid for future years.

8.3 Effect of Termination. Upon termination for any reason by either party,

8.3.1 Customer will (i) cease using the Service; (ii) ensure that any Authorized Users cease using the Service; (iii) return or destroy all materials

provided by 7 Mindsets; (iv) pay 7 Mindsets any fees due and owing hereunder; and (v) not be entitled to a refund of any fees previously paid.

8.3.2 7 Mindsets will (a) disable the unique Customer code provided to the Customer to access the Service; and (b) destroy or de-identify any personally identifiable information provided to 7 Mindsets by the Customer in accordance with the 7 Mindsets Privacy Policy.

9. WHO YOU ARE CONTRACTING WITH, NOTICES, GOVERNING LAW AND JURISDICTION.

You are contracting with 7 Mindsets, LLC ("7 Mindsets"), a registered company in the United States located at 60 King Road, Roswell, Georgia 30075. Customer agrees that any dispute arising under or which is related to this Agreement (whether in contract, tort, or otherwise) and the validity, performance and interpretation of this Agreement will be governed by and construed in all respects under and subject to the laws of the State of Georgia, USA, and the exclusive jurisdiction of the Superior Courts of Fulton County, Georgia.

10. GENERAL PROVISIONS.

10.1. Export Compliance. The Service or other technology and derivatives thereof that 7 Mindsets makes available to Customer under this Agreement may be subject to export laws and regulations of the United States. Each party shall comply with the export laws and regulations of the United States in providing and using the Service. Without limiting the foregoing, (i) each party represents that it is not named on any U.S. government list of persons or entities prohibited from receiving exports, and (ii) You shall not permit any Authorized Users to access or use the Service in a U.S. embargoed country or in violation of any U.S. export law or regulation.

10.2. Anti-Corruption. Customer agrees that Customer has not sought, elicited, received or been offered any illegal or improper bribe, kickback, gift, or thing of greater than nominal value from any 7 Mindsets employees or agents in connection with this Agreement. Customer will use reasonable efforts to promptly notify Us if You learn of any violation of the above restriction.

10.3. Entire Agreement. This Agreement, including all exhibits and addenda hereto and all Order Forms and addenda thereto including any Statements of Work and these Terms and Conditions and the 7 Mindset Privacy Policy and 7 Mindset Terms of Use referenced herein, constitutes the entire agreement between the parties and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. No modification, amendment, or waiver of any provision of this Agreement shall be effective unless in writing and either signed or accepted electronically by the party against whom the modification, amendment or waiver is to be asserted. No terms and conditions stated in any purchase order or other order documentation submitted by the Customer shall be incorporated into or form any part of this Agreement, and all such terms and conditions shall be null and void.

10.4. Miscellaneous. No failure or delay by either party in exercising any right under this Agreement shall constitute a waiver of that right. Other than as expressly stated herein, the remedies provided herein are in addition to, and not exclusive of, any other remedies of a party at law or in equity. Section headings are provided for convenience only, and shall not be used to construe the meaning of any section hereof. If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, the provision shall be modified by the court and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this Agreement shall remain in effect. Neither party may assign any of its rights or obligations hereunder, without the prior written consent of the other party (not to be unreasonably withheld or delayed). Notwithstanding the foregoing, 7 Mindsets may assign this Agreement in its entirety (including all Order Forms), without consent of the Customer in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its assets. Subject to the foregoing, this Agreement shall bind and inure to the benefit of the parties, their respective successors and permitted assigns. Any provision of this Agreement, which expressly or by implication is intended to come into or continue in force on or after termination of this Agreement, shall remain in full force and effect.

7 Mindsets Terms of Use

Last Updated: 2023

PLEASE READ THESE TERMS OF USE CAREFULLY. BY ACCESSING OR USING THE SERVICE, YOU AGREE TO BE BOUND, AND ANY ENTITY WHICH YOU REPRESENT WILL BE BOUND, BY THESE TERMS OF USE. IF YOU DO NOT AGREE TO ALL OF THESE TERMS OF USE, DO NOT ACCESS OR USE THE SERVICE.

These 7 Mindsets Terms of Use (the "Terms") apply when you access or use the online, mobile and/or web-based applications of the Mindset Academy Classroom Portal found at www.7mindsetsportal.com (collectively, the "Service") provided by 7 Mindsets, LLC located at 60 King Street, Roswell, Georgia 30075 ("7 Mindsets"). These Terms do not change the terms or conditions of any other agreement you may have with 7 Mindsets for products, services, or otherwise, including, without limitation, the 7 Mindsets Subscription Agreement. If you are using the Service on behalf of an entity, you represent and warrant that you are authorized to accept these Terms on the entity's behalf, and that the entity agrees to be responsible to 7 Mindsets if you violate these Terms.

1. Changes to These Terms

7 Mindsets reserves the right to change these Terms at any time in its sole discretion. If 7 Mindsets makes material changes to these Terms, it will provide notice of such changes, such as by sending you an email, by providing notice through the Service, or by updating the "Last updated" date at the top of these Terms. Your continued use of the Service following the posting of changes will confirm that you accept the changed Terms. 7 Mindsets encourages you to review the Terms regularly to ensure that you understand the terms and conditions that apply to your use of the Service. If you do not agree to the changed Terms, you must stop using the Service.

2. Privacy Policy

Please refer to the [7 Mindsets Privacy Policy here](#) for information about how 7 Mindsets collects, uses, and discloses information about users of the Service.

3. Accounts

To access and use the Service, you must register for an account using the unique Customer code provided to you by 7 Mindsets either directly or through your employer. If you register an account, you will (a) provide accurate, truthful, current, and complete account information; (b) maintain and promptly update your account information to keep it accurate, current, and complete; (c) maintain the security of your account; (d) promptly notify 7 Mindsets if you discover or otherwise suspect any security breaches related to the Services; and (e) accept all risks of unauthorized access to your account information and any other information you provide to 7 Mindsets.

4. Copyright and Limited License

Unless otherwise indicated, the Service and all content and other materials in the Services, including, without limitation, the 7 Mindset logo, and all designs, text, graphics, pictures, information, data, software, sound files, other files, and the selection and arrangement thereof (collectively, the "7 Mindsets Materials") are the proprietary property of 7 Mindsets or its licensors and are protected by United States and international copyright laws.

Notwithstanding any agreement you may have with 7 Mindsets that includes broader license rights to the Service or any 7 Mindsets Materials therein, you are granted a limited, non-exclusive, non-sublicensable, non-transferrable revocable license to (i) access and use the Service, (ii) download 7 Mindsets Materials that are expressly provided through the Service for download, and (iii) electronically copy (except where prohibited without a license) and print to hard copy parts of the 7 Mindsets Materials, but in each instance solely for your informational, noncommercial, and personal use or otherwise in accordance with a written agreement between you and 7 Mindsets and in accordance with any relevant federal and state laws and regulations. This license is subject to these Terms and, except as expressly permitted on the Services or under a separate written agreement between you and 7 Mindsets, you do NOT have the right to do any of the following: (a) sell, resell, rent, lease, distribute, transfer, assign, host, pledge or commercially use the Service or the 7 Mindsets Materials; (b) distribute, publicly perform, or publicly display any part of the 7 Mindsets Materials; (c) publish

or reproduce any part of the 7 Mindsets Materials on the Internet or any external websites, networks, or servers; (d) modify or otherwise make any derivative uses of any part of the Service or the 7 Mindsets Materials; (e) use the Services to gather information regarding other users or use any data mining, robots, or similar data gathering or extraction methods with the Services; (f) download (other than via page caching) any part of the Service or the 7 Mindsets Materials that are not expressly provided by 7 Mindsets for download; (g) interfere with or disrupt the functionality of the Services; (h) access the Services to create a similar or competitive service; (i) use the Service without 7 Mindsets' consent, or (i) use any part of the Service or the 7 Mindsets Materials for anything other than for their intended purposes. You will not obscure any copyright notices or other legends or notices appearing on any part of the 7 Mindsets Materials and will ensure that all permitted copies of the 7 Mindsets Materials contain the same copyright notice and other legends or notices that appear on the copies provided by 7 Mindsets or as otherwise may be instructed by 7 Mindsets. Any use of the Services or the 7 Mindsets Materials other than as specifically authorized by these Terms or in writing by 7 Mindsets is strictly prohibited and will terminate your license and Subscription to the Service and the 7 Mindsets Materials. Such unauthorized use also may violate applicable laws, including, without limitation, copyright and trademark laws and applicable communications regulations and statutes. Unless explicitly stated herein, nothing in these Terms shall be construed as conferring any license to intellectual property rights, whether by estoppel, implication, or otherwise.

5. Repeat Infringer Policy

In accordance with the Digital Millennium Copyright Act ("DMCA") and other applicable law, 7 Mindsets has adopted a policy of terminating, in appropriate circumstances and at 7 Mindsets' sole discretion, accounts of account holders who are deemed to be repeat infringers. 7 Mindsets also may, at its sole discretion, limit access to the Service and terminate the accounts of any users who infringe any intellectual property rights of others, whether or not there is any repeat infringement.

6. Copyright Complaints

If you believe that anything in the Service infringes on any copyright you own or control, you may file a notification with 7 Mindsets' Designated Agent as set forth below:

Agent Designated to Receive Notification of Claimed Infringement: Attention CEO
Address to Send Notification: 60 King Street, Roswell, Georgia 30075
Telephone Number of Designated Agent: 678-873-3144
Facsimile Number of Designated Agent: 678-550-9750
Email Address of Designated Agent: info@7mindsets.com

Please see [17 U.S.C. § 512\(c\)\(3\)](#) for the requirements of a proper notification. If you knowingly misrepresent in your notification that the material or activity is infringing, you will be liable for any damages, including costs and attorneys' fees, incurred by 7 Mindsets or the alleged infringer as the result of 7 Mindsets relying on such misrepresentation in removing or disabling access to the material or activity claimed to be infringing.

7. Trademarks

"7 Mindsets," "Mindset Academy," the 7 Mindsets logo, and any other 7 Mindsets or third party product or service name or slogan contained in the Service are trademarks of 7 Mindsets and/or its licensors, and may not be copied, imitated, or used, in whole or in part, without the prior written permission of 7 Mindsets or the applicable trademark holder. You may not use any metatags or any other "hidden text" utilizing "7 Mindsets" or any other name, trademark, or product or service name of 7 Mindsets without 7 Mindsets' prior written permission. In addition, the look and feel of the Service, including all page headers, custom graphics, button icons and scripts, is the service mark, trademark, or trade dress of 7 Mindsets and may not be copied, imitated, or used, in whole or in part, without 7 Mindsets' prior written permission. All other trademarks, registered trademarks, product names, and names or logos mentioned in the Service are the property of their respective owners. Reference to any products, services, processes, or other information, by trade name, trademark, manufacturer, supplier, or otherwise does not constitute or imply endorsement, sponsorship, or recommendation by 7 Mindsets.

8. Hyperlinks

You are granted a limited, non-exclusive right to create a text hyperlink to the home page of the Service for noncommercial purposes, provided that (a) such link does not portray 7 Mindsets in a false, misleading, derogatory, or

otherwise defamatory manner, and (b) the linking site does not contain any obscene, pornographic, sexually explicit, or illegal material or any material that is offensive, harassing, or otherwise objectionable. This limited right may be revoked at any time. You may not use any 7 Mindsets logos or other proprietary graphics of 7 Mindsets to link to the Service without 7 Mindsets' express written permission. You may not, without 7 Mindsets' express written permission, use, frame, or utilize framing techniques to enclose 7 Mindsets' trademark, logo, or other proprietary information, including the images found in the Service, the content of any text, or the layout or design of any page or form contained on a page of the Service. 7 Mindsets makes no claim or representation regarding, and accepts no responsibility for, the quality, content, nature, or reliability of any third-party websites accessible via hyperlink or linking to the Service. These websites are not under the control of 7 Mindsets, and 7 Mindsets is not responsible for any embedded content or the contents of these websites, or any changes or updates to these websites. 7 Mindsets and its users may provide these links to you as a convenience, and the inclusion of any link does not imply any affiliation, endorsement, or adoption by 7 Mindsets of any site or any information contained therein. When you visit other websites via links or embedded content, you should understand that these Terms no longer govern and that the terms and policies of those third-party websites will now apply. You should review the applicable terms and policies, including privacy and data gathering practices, of any website to which you navigate from the Services.

9. The Service

7 Mindsets will use commercially reasonable efforts to maintain the Services in good working order and reasonable functionality. 7 Mindsets has no obligation to upgrade or update the Services or add additional features or functions.

10. Third Party Products and Services

7 Mindsets may provide information about or links to third-party products or services. 7 Mindsets does not control, endorse, or adopt any third-party information in the Service and makes no representation or warranties of any kind regarding third-party information in the Service, including, without limitation, regarding its accuracy or completeness. Your business dealings or correspondence with, or participation in promotions of, such third parties, and any terms, conditions, warranties, or representations associated with these dealings, correspondence, or promotions, are solely between you and such third party. 7 Mindsets is not responsible or liable for any loss or damage of any sort incurred as the result of any such dealings, correspondence, or promotions, or any third-party information in the Service. You may "opt out" of receiving marketing or promotional communications from us by following the directions in the communications. If you opt out, we may still send you non-promotional communications, such as those about your account or our ongoing business relations.

11. No Unlawful or Prohibited Use

As a condition of your use of the Service, you warrant to 7 Mindsets that you will not use the Service for any purpose that is unlawful or prohibited by these Terms, any notices, policies, or guidelines contained within the Service, or any other agreement you may have with 7 Mindsets. You may not use the Service in any manner that could damage, disable, overburden, or impair the functioning of the Service or could interfere with, disrupt, negatively affect, or inhibit any other party's use and enjoyment of the Service. You may not obtain, or attempt to obtain, any materials or information through any means not intentionally made available or provided for through the Service.

12. Permitted Use of the Services and User Content

The Services may contain interactive areas or services ("Interactive Areas"), such as discussion forums, blogs, private messages, emails, or other interactive features or areas in which you or other users can create, post, transmit, or store content, including, without limitation, text, music, sound, photos, images, video, graphics, code, and other items or materials (collectively, "User Content"). User Content posted on Interactive Areas may be publicly viewable to others. You are solely responsible for your User Content and for your use of Interactive Areas, which you use at your own risk. You will use Interactive Areas only to post, send, and receive messages and material that are proper and related to the Interactive Areas. You will not post, upload to, transmit, distribute, store, create, or otherwise publish through the Services any of the following:

- User Content that would constitute, encourage, or provide instructions for a criminal offense, violate the legal rights of any party, or otherwise create liability, or violate any local, state, national, or international law;

- User Content that is unlawful, libelous, indecent, inappropriate, profane, defamatory, infringing, obscene, pornographic, indecent, lewd, suggestive, harassing, threatening, invasive of privacy or publicity rights, abusive, inflammatory, fraudulent, harmful to minors, or otherwise objectionable;
- User Content that may infringe any patent, trademark, trade secret, copyright, or other intellectual or proprietary right of any party;
- User Content that impersonates any person or entity or otherwise misrepresents your affiliation with a person or entity;
- Files that contain software or other material protected by intellectual property laws (or by rights of privacy of publicity) unless you own or control the rights thereto or have received all necessary permissions, licenses and consents;
- Viruses, corrupted files, or other harmful, disruptive, or destructive files;
- Unsolicited promotions, political campaigning, advertising, or solicitations, unless the applicable Interactive Areas specifically allow such messages;
- Private information of any third party, including, without limitation, addresses, phone numbers, email addresses, Social Security numbers, and payment card information; or
- User Content that, in the sole judgment of 7 Mindsets, is objectionable or restricts or inhibits any other person from using or enjoying the Service, or may expose 7 Mindsets or 7 Mindsets' users to any harm or liability.

If You provide 7 Mindsets any suggestions or comments regarding improvements or enhancements to the Services ("Feedback"). You hereby agree that by providing Feedback You are providing 7 Mindsets with a royalty-free, fully paid-up, worldwide, transferrable, sublicensable, irrevocable, perpetual license to copy, distribute, transmit, display, perform and create derivative works from the Feedback, in whole or in part, and to use the Feedback in any manner whatsoever. 7 Mindsets has no obligation to incorporate or use Feedback in any manner whatsoever.

12. User Conduct

You are solely responsible for your conduct while accessing or using the Service and you will not violate any law, contract, intellectual property right, or other third-party right, or commit any tort in connection with your access to or use of the Service.

You will abide by these Terms and will not do any of the following relating to the Service or its users:

- Send any unsolicited or unauthorized advertising, solicitations, promotional materials, spam, junk mail, surveys, contests, pyramid schemes, or chain letters;
- Download any file posted by another user of the Service that you know, or reasonably should know, cannot be legally distributed in such manner;
- Falsify or delete any author attributions, legal or other proper notices, or proprietary designations or labels of the origin or source of software or other material contained in a file that is uploaded;
- Restrict or inhibit any other user from using and enjoying any Interactive Areas;
- Engage in any harassing, intimidating, predatory, or stalking conduct;
- Use or attempt to use any account you are not authorized to use;
- Harvest or otherwise collect information about others, including usernames, e-mail addresses, or other contact information, without their consent or for sending spam or other commercial messages;
- Use any robot, spider, crawler, scraper, or other automated means or interface not provided by 7 Mindsets to access the Service or to extract data;
- Attempt to circumvent any content filtering techniques 7 Mindsets employs, or attempt to access any service or area of the Service that you are not authorized to access;
- Reverse engineer any aspect of the Service or do anything that might discover source code or bypass or circumvent measures employed to prevent or limit access to any area, content or code of the Service (except as otherwise expressly permitted by law);
- Attempt to indicate in any manner that you have a relationship with 7 Mindsets or that 7 Mindsets has endorsed you or any products or services for any purpose;
- Develop any third-party applications that interact with the Service without 7 Mindsets' prior written permission; or
- Use the Service for any illegal or unauthorized purpose or engage in, encourage, or promote any activity that violates these Terms.

7 Mindsets takes no responsibility and assumes no liability for (a) any User Content posted, stored, or uploaded by you or any third party; (b) any associated loss or damage; (c) any user conduct; (d) any mistakes, defamation, slander, libel, omissions, falsehoods, obscenity, pornography, or profanity you may encounter; or (e) the manner in which you use or fail to use the Service. Your use of Interactive Areas is at your own risk. These Terms do not create any private right of action on the part of any third party or any reasonable expectation that the Service will not contain any content that is prohibited by such rules. As a provider of interactive services, 7 Mindsets is not liable for any statements, representations, or User Content provided by its users in any public forum, personal home page, or other Interactive Areas. Although 7 Mindsets has no obligation to screen, edit, or monitor any of the Content posted in any Interactive Areas, 7 Mindsets reserves the right, and has absolute discretion, to remove, screen, or edit any User Content posted or stored through the Service at any time and for any reason without notice, and you are solely responsible for creating backup copies of and replacing any User Content you post or store through the Services at your sole cost and expense. Any use of the Interactive Areas or other parts of the Services in violation of the foregoing violates these Terms and may result in, among other things, termination, or suspension of your rights to use the Services.

13. Rights in User Content

By submitting or posting User Content to the Services, you hereby grant 7 Mindsets a nonexclusive, royalty-free, perpetual, irrevocable, and fully sublicensable right and license to use, host, broadcast reproduce, modify, adapt, publish, translate, create derivative works from, incorporate into other works, distribute, perform, and display such User Content throughout the world in any media on or in connection with the Services and the promotion of the Services or 7 Mindsets' products and services, including, without limitation, the right to use your name, likeness, voice, or identity. You grant 7 Mindsets and its sublicensees the right to use the name, location, and other information that you submit in connection with such User Content. The use of your or other users' name, likeness, voice, or identity in connection with various features relating to the Services does not imply any endorsement of such feature or of the Service unless explicitly stated otherwise. You represent and warrant that (a) the User Content is not confidential; (b) you own and control all the rights to the User Content that you post, or otherwise have the right to post such User Content to the Services; (c) the User Content is accurate and not misleading or harmful in any manner; and (d) the use and posting of the User Content does not violate these Terms and will not violate any rights of or cause injury to any person or entity.

14. Submissions

You can submit questions, comments, feedback, suggestions, ideas, plans, notes, drawings, original, or creative materials or other information about 7 Mindsets, the Service, or 7 Mindsets' products or services (collectively, "Submissions"). Submissions, whether posted to the Service or provided to 7 Mindsets by email or otherwise, are nonconfidential and shall become the sole property of 7 Mindsets. 7 Mindsets shall own exclusive rights, including all intellectual property rights, and shall be entitled to the unrestricted use and dissemination of Submissions for any purpose, commercial or otherwise, without acknowledgment or compensation to you.

15. Warranty Disclaimer

EXCEPT AS EXPRESSLY PROVIDED TO THE CONTRARY IN WRITING BY 7 MINDSETS, THE SERVICE AND 7 MINDSETS MATERIALS ARE PROVIDED "AS IS," WITHOUT WARRANTY OR CONDITION OF ANY KIND. 7 MINDSETS HEREBY DISCLAIMS ALL WARRANTIES AND CONDITIONS, EXPRESS OR IMPLIED, REGARDING THE SERVICE AND THE 7 MINDSETS MATERIALS, INCLUDING, WITHOUT LIMITATION, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT. EXCEPT AS EXPRESSLY PROVIDED TO THE CONTRARY IN A WRITING BY 7 MINDSETS, 7 MINDSETS DOES NOT REPRESENT OR WARRANT THAT THE SERVICE OR ANY CONTENT CONTAINED THEREIN IS ACCURATE, COMPLETE, RELIABLE, CURRENT, ERROR-FREE, OR FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS. IT IS YOUR RESPONSIBILITY TO USE INDUSTRY-RECOGNIZED SOFTWARE TO DETECT AND DISINFECT VIRUSES FROM ANY DOWNLOAD.

16. Limitation of Liability

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL 7 MINDSETS OR ITS RESPECTIVE DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS (COLLECTIVELY, THE "7 MINDSETS PARTIES") BE LIABLE FOR ANY DIRECT, INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES OR ANY OTHER DAMAGES WHATSOEVER (INCLUDING, WITHOUT

LIMITATION, DAMAGES FOR LOSS OF USE, DATA, OR PROFITS) ARISING OUT OF OR IN ANY WAY CONNECTED WITH THE USE OR PERFORMANCE OF THE SERVICES, WITH THE DELAY OR INABILITY TO USE THE SERVICES OR RELATED SERVICES OR THE CONTENT CONTAINED THEREIN, INCLUDING, WITHOUT LIMITATION, ANY DAMAGES CAUSED BY OR RESULTING FROM RELIANCE ON ANY INFORMATION OBTAINED FROM 7 MINDSETS OR FROM MISTAKES, OMISSIONS, INTERRUPTIONS, DELETION OF INFORMATION, ERRORS, DEFECTS, VIRUSES, DELAYS IN OPERATION OR TRANSMISSION, OR ANY FAILURE OF PERFORMANCE, WHETHER OR NOT RESULTING FROM ACTS OF GOD, COMMUNICATIONS FAILURE, THEFT, DESTRUCTION OR UNAUTHORIZED ACCESS TO THE SERVICES OR 7 MINDSETS' RECORDS, YOUR USE OF THE SERVICE, OR USE OF THE SERVICE IN A MANNER THAT VIOLATES ANY APPLICABLE LAW OR REGULATION, USE OR FAILURE TO USE ASSESSMENTS THAT ARE PART OF THE SERVICE OR THE CONSEQUENCES THEREOF, OR FOR CUSTOMER'S FAILURE TO IMPLEMENT, ACCESS OR USE CERTAIN FEATURES OF THE SERVICE, WHETHER BASED ON CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY, OR OTHERWISE, EVEN IF ANY OF THE 7 MINDSETS PARTIES HAVE BEEN ADVISED OF THE POSSIBILITY OF DAMAGES. BECAUSE SOME STATES OR JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF LIABILITY FOR CONSEQUENTIAL OR INCIDENTAL DAMAGES, SOME OR ALL OF THE ABOVE LIMITATIONS OF LIABILITY MAY NOT APPLY TO YOU. IF YOU ARE DISSATISFIED WITH ANY PART OF THE SERVICES, OR WITH ANY OF THESE TERMS, YOUR SOLE AND EXCLUSIVE REMEDY IS TO DISCONTINUE USING THE SERVICE.

17. Indemnification

You will defend, indemnify, and hold harmless the 7 Mindsets Parties from and against any third-party claims, damages of any kind, costs, liabilities, and expenses (including, without limitation, reasonable attorneys' fees) arising out of or related to (a) your use of the Service, (b) your conduct relating to the Service, (c) any User Content or Submissions you provide, (d) your use of the Interactive Areas, (e) your violation of these Terms or any applicable laws, and (f) your violation of the rights of another.

18. Termination; Modification to the Services

7 Mindsets reserves the right, without notice and in its sole discretion, to terminate your license to use the Service and to block or prevent your future access to and use of the Service. 7 Mindsets reserves the right to modify or discontinue, temporarily or permanently, the Service, or any features or parts thereof, without prior notice, and disclaims all liability for any modification, suspension, or discontinuance of the Services, or any part thereof. Upon termination of the Service for any reason, the license granted under Clause 4 of this Agreement also terminates including all use of the 7 Mindset Materials.

19. Governing Law and Venue

To the maximum extent permitted by law, these Terms are governed by, and will construed in accordance with and enforced by, the laws of the State of Georgia, U.S.A., without regard for its choice of law provisions. You hereby consent to the exclusive jurisdiction and venue of courts in Fulton County, Georgia, U.S.A. in all disputes arising out of or relating to the use of the Service. Use of the Service is unauthorized in any jurisdiction that does not give effect to all provisions of these Terms (including this paragraph).

20. No Waiver

Enforcement of these Terms is solely at 7 Mindsets discretion, and failure to enforce any part of these Terms in some instances does not constitute a waiver of 7 Mindsets' right to enforce the same or other part of these Terms in other instances.

21. Severability

If any part of these Terms is determined to be invalid or unenforceable pursuant to applicable law, including, without limitation, the warranty disclaimers and liability limitations set forth above, then the invalid or unenforceable provision will be deemed superseded by a valid, enforceable provision that most closely matches the intent of the original provision and the remainder of the agreement shall continue in effect.

22. Questions or Comments

Questions or comments about the Service may be directed to 7 Mindsets at info@7mindsets.com or by mail at:

7 Mindsets, LLC
60 King Street
Roswell, Georgia 30075

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7 Mindsets Privacy Policy

Last Updated: 2023

This privacy policy ("Privacy Policy") explains how information about you is collected, used, and disclosed by 7 Mindsets, LLC ("7 Mindsets," "we," or "us"). This Privacy Policy applies to information we collect when you use our websites, mobile applications, and other online products and services including the Mindset Academy Classroom Portal at <http://www.7mindsetsportal.com> (collectively, the "Services"), when you interact with us on third-party sites where we have an official presence, or when you otherwise interact with us.

We may change this Privacy Policy from time to time. If we make material changes, we will notify you by revising the date at the top of this Privacy Policy. In some cases, we may provide you with additional notice, such as adding a statement to the homepages of our websites or sending you an email notification. We encourage you to review this Privacy Policy whenever you access our Services to stay informed about our information practices and the ways you can help protect your privacy.

1. What Information Do We Collect?

A. Information You Provide to Us

We collect information you provide directly to us. For example, we collect information when you create an account, participate in interactive features of our Services, fill out a form, make a purchase, communicate with us via a third party social media site, sign up for a contest or sweepstakes, request customer support, or otherwise communicate with us. The types of information we may collect include your name, email address, mailing address, phone number, job title, information about your school or organization, and any other information you choose to provide.

B. Information We Collect Automatically When You Use Our Services

When you access or use our Services, we automatically collect information about you, including:

- **Log Information:** We log information about your use of our Services, such as your Internet Protocol ("IP") address, the type of browser you use, the address of a referring website, and your activity with our Services.
- **Device Information:** We collect information about the computer or device you use to access our Services, including the operating system and version, and network information.
- **Information Collected by Cookies and Other Tracking Technologies:** We use various technologies to collect information, and this may include sending cookies to your computer or device. Cookies are small data files that are stored on your hard drive or in device memory that help us recognize users who have visited the Services previously and retain certain information, such as customer preferences and history. We also may collect information using web beacons (also called "tracking pixels"). Web beacons are electronic images that may be used in our Services or emails to help deliver cookies, count visits, understand usage and campaign effectiveness, and determine whether an email has been opened and acted upon. For more information about cookies and how to disable them, please see clause 5 below.

C. Information We Collect from Other Sources

We may also obtain information from other sources, such as mailing list providers, and combine that information with information we collect through our Services.

2. How Do We Use the Information We Collect?

We may use information about you for various purposes, including to:

- Provide, maintain, and improve our Services;
- Provide and deliver information, products, or services you request, and send you related information, such as confirmations and invoices;
- Send you technical notices, updates, security alerts, and support and administrative messages;
- Respond to your comments, questions, and requests (such as your copyright permission requests) and provide customer service;
- Communicate with you about products or services offered by 7 Mindsets, and provide other information and news we think will be of interest to you;
- Monitor and analyze trends, usage, and activities in connection with our Services
- Process and deliver contest or sweepstakes entries or prizes; and
- Carry out any other purpose for which the information was collected.

7 Mindsets is based in the United States, and the information we collect is governed by U.S. law. By accessing or using our Services or otherwise providing information to us, you consent to the processing and transfer of information in and to the U.S.

3. Collection of Personal Information about Children

The Services are intended for use by school educators and administrators. The 7 Mindsets Services are NOT intended to be used and accessed by children. 7 Mindsets does not knowingly collect or solicit personal information from anyone under the age of 13 or knowingly allow such persons to register for an event. If you are under 13, please do not attempt to register or send any information about yourself to us, including your name, address, telephone number, or email address. No one under the age 13 may provide any personal information to 7 Mindsets. You should not be submitting any information about students or children while using the Services. If we learn that we have collected personal information from a child under the age 13, we will delete that information as quickly as possible. If you believe that we might have any information from or about a child under 13, please contact us at info@7mindsets.com.

4. What Information Do We Share with Third Parties?

We may share information about you as follows or as otherwise described in this Privacy Policy:

- With vendors, consultants, and other service providers who need access to such information to carry out work on our behalf;
- In response to a request for information if we believe disclosure is in accordance with any applicable law, regulation, or legal process, or as otherwise required by any applicable law, rule, or regulation;
- If we believe your actions are inconsistent with the spirit or language of our user agreements or policies, or to protect the rights, property, and safety of 7 Mindsets and others;
- In connection with, or during negotiations of, any merger, sale of organizational assets, acquisition of all or part of our business to another organization, reorganization, or in any other situation where your information may be transferred as one of the assets of 7 Mindsets; and
- With your consent or at your direction.
- We may also share aggregated or de-identified information, which cannot reasonably be used to identify you.

5. How Do Our Services Interact with Third Party Services?

We may use certain trusted third-party companies and individuals to help us provide, analyze and improve the Services, including but not limited to, data storage, maintenance Sites, database management, web analytics, payment processing and improvement of the Services' features. These trusted third parties may have access to your personal information only for purposes of performing these tasks on our behalf and under obligations similar to those in this Privacy Policy. As of the date of this policy, we use Shopify, Inc., Amazon Web Services, MediaTemple, Google Analytics, and Pardot to provide some or all of these tasks. To learn more about the privacy policy of each of these third parties go to each of their websites.

6. What Steps Do We Take to Protect Your Information?

We take reasonable measures to help protect information about you from loss, theft, misuse, and unauthorized access, disclosure, alteration, or destruction.

A. Account Information

You may update, correct, or delete information about you at any time by logging into your online account, emailing us at info@7mindsets.com or contacting us by mail at the address provided below. If you wish to deactivate your account, please email us but note that we may retain certain information as required by law or for legitimate business purposes. We may also retain cached or archived copies of information about you for a certain period.

B. Cookies

Most web browsers are set to accept cookies by default. If you prefer, you can usually choose to set your browser to remove or reject browser cookies. Removing or rejecting browser cookies does not necessarily affect third party flash cookies used in connection with our Services. You may visit www.adobe.com/products/flashplayer/security for more information about deleting or disabling flash cookies. Please note that if you choose to remove or reject cookies, this could affect the availability and functionality of our Services.

C. Promotional Communications

You may "opt out" of receiving marketing or promotional communications from us by following the directions in the communications. If you opt out, we may still send you non-promotional communications, such as those about your account or our ongoing business relations.

7. How Can You Obtain Additional Information?

If you have any questions or comments about this Privacy Policy, please email us through our website or at info@7mindsets.com, or contact us by mail at

7 Mindsets, LLC
60 King Road
Roswell, Georgia 30075

June 6, 2024 - Regular School Board Meeting

Title

C13 - 2024-2025 School Health Services Agreement with Department of Health Clay

Description

This is an annual agreement between the Clay County District Schools and the State of Florida, the Department of Health, and the Clay County Health Department that ensures the commitment to the health and welfare of students in accordance with FS 381.0056. The State of Florida, Department of Health, and Clay County Health Department (DOH-Clay) will provide health services oversight and will perform annual school health services program reviews of all Clay County District Schools Health Services Programs. The DOH-Clay will also provide consultative and support services while ensuring that protocols for health services are under the medical direction of a licensed Florida physician functioning under the Administrator/Health Officer of the DOH-Clay. The Clay County District Schools will conduct annual health screenings and submit all data to the DOH-Clay and follow up with parents/guardians of students who do not pass a health screening. The Clay County District Schools and DOH-Clay will work collectively with the community to plan and coordinate School Health Wellness Advisory Council (SHWAC) as required by FS 381.0056.

Gap Analysis

This agreement will ensure that Clay County District Schools Health Services Programs adhere to all procedures and protocols set for by FS 381.0056.

Previous Outcomes

All Clay County District Schools Health Services Programs have had annual reviews conducted by DOH-Clay and have been provided consultative services to best meet the needs of all students.

Expected Outcomes

This agreement will provide clear responsibilities and support for mandated health services.

Strategic Plan Goal

N/A

Recommendation

approve the 2024-2025 School Health Services Agreement as submitted.

Contact

Laura Fogarty, Director of Climate & Culture (904) 336-9641 laura.fogary@myoneclay.net, Kristin Riebe, Coordinator of Nursing Services (904) 336-6884 kristin.riebe@myoneclay.net

Financial Impact

N/A

Review Comments

Attachments

📎 [240174 Dept of Health.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 240174
 Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:
June 6, 2024
 WHEN BOARD APPROVAL IS REQUIRED DO
 NOT PLACE ITEM ON AGENDA UNTIL
 REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: 05-03-2024
 Name of Contract Initiator: Kristin Riebe Telephone #: 904-336-6884
 School/Dept Submitting Contract: Climate & Culture Cost Center # 9004
 Vendor Name: Clay County Health Department
 Contract Title: School Health Services Agreement with Clay DCH.
 Contract Type: New Renewal Amendment Extension Previous Year Contract # 240031
 Contract Term: 1 year 7/1/2024 - 6/30/2025 Renewal Option(s): N/A
 Contract Cost: N/A

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
 Funding Source: Budget Line # _____
 Funding Source: Budget Line # _____
 NO COST MASTER (COUNTY WIDE) CONTRACT - SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
 INTERNAL ACCOUNT - IF FUNDED FROM SCHOOL IA FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO SBAO

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):
 Completed Contract Review Form
 SBAO Template Contract or other Contract (NOT SIGNED by District / School)
 SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, this Statement **MUST BE included in the body of the Contract.**
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."
 Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
 COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
 General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.
 Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
 Workers' Compensation = \$100,000 Minimum
 [If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].
 State of Florida Workers Comp Exemption (<https://apps.fldfs.com/bocexempt/>) (If Applicable)
 Release and Hold Harmless (If Applicable)

RECEIVED
 By Elaine at 2:57 pm, May 07, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	<u>No Cost</u>
Review Date REVIEWED By Bertha Staefe at 12:41 pm, May 15, 2024	
School Board Attorney	
Review Date <u>JP 5/21/2024</u> via CR Log	
Other Dept. as Necessary	
Review Date	

PENDING STATUS: YES NO **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS **APPROVED** DATE: _____
 By Bertha Staefe at 10:34 am, May 24, 2024

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

**School Health Services Agreement
between The
State of Florida, Department of Health,
Clay County Health Department
And The
School Board of Clay County, Florida**

This AGREEMENT is between the STATE OF FLORIDA, DEPARTMENT OF HEALTH, CLAY COUNTY HEALTH DEPARTMENT, hereinafter referred to as "DOH-CLAY", 1845 Town Center Boulevard, Building 600, Fleming Island, Florida, and THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, hereinafter referred to as "SCHOOL BOARD", 900 Walnut Street, Green Cove Springs, Florida, as the governmental agency with jurisdiction over all Clay County District Schools.

The purpose of this Agreement is to establish the terms and conditions under which the DOH-CLAY and the SCHOOL BOARD shall deliver or perform the following school health services for the 2024-2025 school year.

The term of this Agreement shall begin on the 1st day of July 2024 and shall end on the 30th day of June 2025.

The DOH-CLAY shall deliver the following services under this Agreement:

- a) The DOH-CLAY will provide school health services oversight. Oversight shall be defined as monitoring the compliance of the School Health Services Plan.
 - b) The DOH-CLAY will provide education relating to the School Health Services Program, as requested, and as jointly determined by DOH-CLAY and SCHOOL BOARD.
 - c) The DOH-CLAY will perform annual school health services program reviews of all Clay County Public School Health Services Programs and share the results on the School Health Services Program Review Tool with the principal, the Technical Services Manager, the Coordinator of Nursing Services, the record secretary staff, and the school health room staff. All schools will receive a review in the fall (see Fall School Health Services Program Review Tool Exhibit I, II, III & IV) and the primary schools will receive another review in the spring (see Spring School Health Services Program Review Tool Exhibit V) on the mass health screening performance measures.
- 1) If opportunities for improvement are identified, a process improvement plan will be requested from the school. Process improvement plans (PIPs) will be completed by the SCHOOL BOARD for all identified deficiencies and returned to DOH-CLAY within 15 business days of the receipt of the noted deficiencies. Upon completion of all process improvement plans and supporting documents, the SCHOOL BOARD will forward the entire Excel process improvement plan workbook to DOH-CLAY. A second review and / or follow-up will be conducted by the DOH-CLAY, within 15 business days of the receipt of the performance improvement plan if deficiencies are noted.

- 2) In the absence of a school-based health room nurse, (LPN or RN) a SCHOOL BOARD district nurse will be present during the duration of the school health services program reviews, which includes a records review for school entry health requirements during the fall review.
- d) The DOH-CLAY will provide consultative and support services to SCHOOL BOARD health room personnel. Support services shall include:
- 1) Scheduled and unscheduled periodic in-person and/or virtual visits by the DOH-CLAY nurses to meet with records and health room personnel.
 - a. DOH-CLAY will complete the focus visit tool during the health room visits as determined by the outcomes of previous health room reviews (see Exhibit VI AND VII).
 - b. DOH-CLAY school visits will be scheduled as follows:
 - i. Schools with licensed nurse will be visited a minimum of every other month.
 - ii. Schools with an UAP will be visited a minimum of monthly. This includes temporary UAP assignments.
 - 2) In-person and/or virtual record audits via the school district database(s) for compliance with school health entry and records requirements. If virtual records are requested, DOH-CLAY will initiate a file sharing mechanism into which the SCHOOL BOARD will upload any requested documents or records within 10 business days of the request. The documents will be removed from the drive by the SCHOOL BOARD after 30 days. In the absence of the records personnel, the District Office will be responsible for uploading the documents into the file sharing mechanism if the records secretary is absent for the entire 10-day window.
 - 3) Communicate with the principal, the Technical Services Manager, the Coordinator of Nursing Services, the school health room staff, and the record secretary staff on the status of record audits.
 - 4) Upon request, and as identified through DOH-CLAY activities, DOH-CLAY will assist school personnel to identify the physical, social, and emotional needs of students.
- e) The DOH-CLAY will provide up to four (4) hours of monthly group orientation to new school health room licensed nurses, new unlicensed assistive personnel (UAP), and new school health room substitutes. Current school health room staff are welcome to attend if a refresher or update is needed. SCHOOL BOARD will notify DOH-CLAY of attendees scheduled to attend within 3 business days of the scheduled orientation class. The training will be held at: The Florida Department of Health in Clay County, 1845 Town Center Blvd. Building 600, Fleming Island,

Florida, 32003.

- f) The DOH-CLAY will provide a group monthly virtual orientation class on school entry health requirements to new records personnel and current records personnel, if a refresher is needed.
- g) The DOH-CLAY will assure that DOH-CLAY nurses have documented knowledge of pediatrics and growth and developmental training.
- h) The DOH-CLAY will assure that a DOH-CLAY nurse is assigned to each Clay County District School to provide school health services oversight, that includes consultative and support services.
- i) The DOH-CLAY will notify the SCHOOL BOARD within 5 business days of any school health assignment or personnel changes.
- j) The DOH-CLAY will assure that DOH-CLAY staff adhere to all applicable confidentiality laws, both federal and state, governing school, and health records.
- k) The DOH-CLAY will assure that their staff meets Level 2 background screening as required by s.1012.465, F.S. and pursuant to Chapter 435, F.S.
- l) The DOH-CLAY will assure that DOH-CLAY nurses work according to the Florida Nurse Practice Act and be licensed as a RN or LPN in accordance with Chapter 464, Florida Statutes (F.S.).
- m) The DOH-CLAY will be responsible for the supervision of DOH-CLAY nurses and/or agents assigned to provide services under this Agreement.

The DOH-CLAY and the SCHOOL BOARD shall jointly deliver the following services under this Agreement:

- a) SCHOOL BOARD will complete student health screenings as per current Florida law and administrative code, s. 381.0056 F.S. and rule 64F-6.003 F.A.C. unless:
 - i. the parent/guardian actively opted them out,
 - ii. the student is unable to be screened due to profound disability or illness,
 - iii. the student is currently in treatment for a disease or condition related to the health screening.
- 1) SCHOOL BOARD will notify DOH-CLAY when screening assistance is requested.

The request will include:

 - a. all schools conducting screenings,
 - b. dates of screening,

- c. time start and time end of screening,
 - d. identification of schools requesting assistance,
 - e. type of assistance requested,
 - i. volunteer training,
 - ii. manning a screening station, and
 - iii. managing student flow.
- 2) The request is submitted via email on the Mass Health Screening Assistance Request Tracker 2024-2025 SY (see Exhibit VIII) to DOH-Clay by September 6, 2024, to the School Health Coordinator. DOH-CLAY will assist with screening, between September 16, 2024, and October 11, 2024, as available. The SCHOOL BOARD will notify DOH-CLAY within 24 hours of the scheduled screening, if the SCHOOL BOARD determines that DOH-CLAY screening assistance is no longer needed. SCHOOL BOARD will be notified by DOH-CLAY of available assistance within 5 business days of receipt of screening assistance request.
 - 3) The SCHOOL BOARD will provide one SCHOOL BOARD nurse (with no other assigned duties) for the duration of the screening, as well as other staff and volunteers, to ensure the appropriate number of qualified personnel are available to conduct each screening session. DOH-CLAY cannot support the screening unless the required one SCHOOL BOARD nurse and sufficient volunteers are on site for the event.
 - 4) The SCHOOL BOARD agree to reschedule the screening, if the predetermined appropriate number of qualified personnel (staff and volunteers) needed for the screening is not available.
 - 5) The SCHOOL BOARD will complete screenings, and all rescreens, by November 18, 2024. Screening timelines and responsibilities are to be met by the SCHOOL BOARD.
 - 6) The SCHOOL BOARD will provide manual counts of the mass health screening results on the Screening Results, Initial, and Final Outcomes 2024-2025 Excel workbook - Mass Health Screening Results Excel spreadsheet to DOH by December 2, 2024 (see Exhibit IX).
 - 7) The DOH-CLAY will input initial screening data into the Department of Health (DOH), Health Management System (HMS) by January 13, 2025.
 - 8) The SCHOOL BOARD will provide the results of the student mandated health screenings to parents/guardians by December 20, 2024. As per s. 381.0056, F.S., this notification letter includes referral information for the parents/guardian of students who are outside the limits for a health screening and require a referral. This will be considered the first attempt to

contact.

- 9) The SCHOOL BOARD will forward the initial screening outcomes on the Screening Results, Initial, and Final Outcomes 2024-2025 Excel workbook - Initial Screening Outcomes Excel spreadsheet (see Exhibit X and XI) to the DOH-CLAY by January 20, 2025, from the responses of the health screening results, for those students who are outside the limits of a health screening and require a referral.
 - 10) The DOH-CLAY will create a follow-up letter, to reach the parents/guardian of the students who are outside the limits of a health screening, require a referral (BMI, Hearing, Vision, Scoliosis), and parents/guardian have not responded to the 1st attempt to contact initiated by the SCHOOL BOARD. These letters will be sent electronically to the SCHOOL BOARD for distribution to the parents/guardian. DOH-CLAY will forward the letters to the SCHOOL BOARD for distribution by February 3, 2025. This will be considered the second attempt to contact.
 - 11) The SCHOOL BOARD will forward the final screening outcomes to the DOH-CLAY by March 14, 2025, on the Screening Results, Initial, and Final Outcomes 2024-2025 Excel workbook – Final Screening Outcomes Excel spreadsheet (see Exhibit XII) to from the responses of the initial notification letter, from SCHOOL BOARD and or follow-up letter from DOH-CLAY, for those students who are outside the limits of their health screening and require a referral. The SCHOOL BOARD will document follow-up, parental non-response to referral, refusal to follow-up and/or student withdrawal from school.
 - 12) The DOH-CLAY will input all screening outcomes into HMS by June 16, 2025.
 - 13) The SCHOOL BOARD will conduct vision and hearing screenings for ESE students and students entering Florida schools for the first time in grades KG through 5th grade as per F.A.C. 64F-6.003.
 - 14) The SCHOOL BOARD will ensure that all students who are referred to the state contracted vision service provider have a signed parental consent form that includes permission for a comprehensive eye exam which may include refraction and dilation.
 - 15) The SCHOOL BOARD will ensure that before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, it will provide the questionnaire or health screening form to the parent and obtain the permission of the parent.
- b) The SCHOOL BOARD will develop the agenda and provide an annual School Health Services Program Meeting, with trainings, prior to the start of the school year. DOH-Clay can be available to provide program updates and assistance, as requested.

- 1) The SCHOOL BOARD will assure attendance of all school health room personnel, school health room relief personnel, school health room substitutes, ESE nurses and the Coordinator of Nursing Services.
 - 2) The DOH-CLAY will assure attendance of all DOH-CLAY school nurses and the School Health Coordinator.
- c) The DOH-CLAY and the SCHOOL BOARD will review the School Health Services Plan every year and amend it, as needed. The DOH-CLAY and SCHOOL BOARD will update the School Health Services Plan every two (2) years as required by s. 381.0056 F.S. and Florida School Health Administrative Resource Manual (2021), Chapter 1. The plan will be updated and ready for signatures by August 1st of the year it is due. The DOH-CLAY will submit the School Health Services Plan to the School Health Program Office in Tallahassee by September 15th, of the year it is due. The next plan is due in 2024.
- d) On or before the 5th day of each month during the school calendar year, the SCHOOL BOARD (including all charter schools), will submit to the DOH-CLAY via email, the prior month's school health services data for the following reports:
- 1) Yearly Health Room Activity Log
 - 2) Monthly Outcome Disposition Report
 - 3) Monthly Screening Statistics
 - 4) Health Education Classes Taught in Basic, Full Service and Comprehensive Schools

The schools that have an Exceptional Student Education (ESE) Health Room and a regular health room will submit via email, one combined report to DOH-CLAY.

- e) The DOH-CLAY will input the previous month's school health services data in the state's health management reporting system (HMS) by the 15th of the following month.
- f) The DOH-CLAY and the SCHOOL BOARD will act collectively, with the community, to advise the school district on aspects of a Coordinated School Health approach. The DOH-CLAY and SCHOOL BOARD will work collaboratively in the coordinating and planning of the School Health Wellness Advisory Council (SHWAC) meetings as required by s. 381.0056, F.S., Florida School Health Administrative Resource Manual (2021) Chapter 1, and SHWAC Bylaws.
- 1) The SHWAC will hold quarterly meetings.
 - 2) The SCHOOL BOARD shall appoint one of its members to serve as the liaison to the SHWAC, as per the SHWAC Bylaws.
 - 3) Staff support to the SHWAC shall be provided by the SCHOOL BOARD and other Clay County District School Staff, as needed, as per the SHWAC Bylaws.
- g) The DOH-CLAY and the SCHOOL BOARD will review the Clay County School

Health Services Manual every two (2) years and update it, as needed.

- 1) The DOH-CLAY will present updates to the SCHOOL BOARD by July 1st, the year it is due (next year due is 2024).
 - 2) The SCHOOL BOARD will present documentation to the DOH-CLAY that the School Health Services Manual was approved by August 15th, the year it is due.
 - 3) The SCHOOL BOARD will continue to utilize a published reference to guide school health practices and procedures as recommended by DOH-CLAY and with agreement from SCHOOL BOARD. This resource will be updated, as needed, to the most current edition. The recommended reference for SY 2024-2025 is School Nursing - A Comprehensive Text by Selekman, Shannon & Yonkatis, 3rd edition. One copy will be purchased by the SCHOOL BOARD for each health room and ESE health room.
 - 4) The SCHOOL BOARD will be given the recommendation to purchase Managing Childhood Infectious Diseases in Child Care and Schools a Quick Reference Guide 6th Edition by Timothy R. Shope and Andrew N. Hashikawa. The SCHOOL BOARD can utilize this published reference on childhood diseases and treatments to guide school health practices.
 - 5) The SCHOOL BOARD will utilize Emergency Guidelines for Schools, 2019 Florida Edition. These Emergency Guidelines will serve as basic what-to-do-in-an-emergency information, for school staff without nursing or medical training when the school nurse is not available. These are the recommended procedures.
 - 6) See Exhibit XIII for additional recommended evidence-based practice resources for the school health services program.
- h) The SCHOOL BOARD will create and update all required forms for the School Health Services Program on an annual basis and/or, as needed. The DOH-CLAY can be the 2nd reviewer to provide consultative support, as needed, for content review of forms that contain suggested edits by the SCHOOL BOARD. The SCHOOL BOARD will send the forms to DOH-CLAY by March 1st. DOH-CLAY will review the forms and provide feedback to the SCHOOL BOARD by March 31st. The SCHOOL BOARD will inform DOH-CLAY of any changes to the forms made throughout the school year. DOH-CLAY will be notified 5 business days prior to implementation of any revised or new forms for content review. SCHOOL BOARD forms will only have the SCHOOL BOARD logo and SCHOOL BOARD name on the forms.
- i) The DOH-CLAY and the SCHOOL BOARD will follow all the evidence-based protocols, guidelines and procedures outlined in the Clay County School Health Services Manual.
- j) The SCHOOL BOARD will prepare and complete Individual Plans of Care, Emergency Action Plans and Child Specific Training, immediately, upon entry or

upon identified need. Identified need is defined as when the medication and or MMP is received.

- k) The SCHOOL BOARD will provide Child-specific training and periodic follow-up monitoring of unlicensed assistive personnel as determined by the nursing process as specified in s. 1006.062, Florida Statutes, and Florida Administrative Code, Chapter 64B9-14.
- l) The SCHOOL BOARD charter schools will need to provide their own RN for school health services or enter into a contractual agreement with DOH for fee for service.
- m) The SCHOOL BOARD will provide medication administration training and medication skills verification for unlicensed staff administering medications. Per Florida Statute 1006.062 UAPs are permitted to administer prescribed medication at school, provided appropriate training has taken place.
- n) The DOH-CLAY and the SCHOOL BOARD will comply with the Florida School Health Administrative Resource Manual (2021).
- o) The SCHOOL BOARD will work collaboratively with the DOH-CLAY to collect the data for the Annual School Health Report. If the data collected below is modified by Central Office, mid-year, required data will be submitted to DOH-CLAY by the SCHOOL BOARD. The following data will be forwarded to the DOH-CLAY by the SCHOOL BOARD by June 30, 2025:
 - 1) School District Contact Information
 - 2) Overview of Schools and Students
 - 3) Types of Health Conditions
 - 4) Number of Students Needing Medication and/or Procedures
 - 5) Disposition of Health Room/Clinic Visits
 - 6) Student Referrals
 - 7) Health Education Classes Provided by Basic, Comprehensive and Full-Service Schools
 - 8) Agencies that Provide In-Kind Services at Local Schools
 - 9) Schools with Any Health Staff On-Site Full-Time
 - 10) Schools with a Registered Nurse On-Site Full-Time
 - 11) Community / Public-Private Partners Providing Staff or Funds for the Partner Staff
 - 12) School Health Staffing
 - 13) School District Expenditures for School Health Services and Health Education
 - 14) Community and Public-Private Partner Expenditures for School Health Services and Health Education
 - 15) Accomplishments and Challenges
 - 16) Medications Administered to Students & Health Procedures Performed (obtained from health room personnel)
 - 17) Number of Care Plans Written by Condition (obtained from health room personnel)
- p) The DOH-CLAY will compile the data collected from the SCHOOL BOARD and will

complete the Annual School Health Report for 2023-2024 school year and submit to School Health Program Office in Tallahassee by August 15, 2024.

The SCHOOL BOARD shall deliver the following services under this Agreement:

- a) The SCHOOL BOARD will notify DOH-CLAY within 5 business days of any school health assignment or personnel changes.
- b) The SCHOOL BOARD will exercise control over the administrative aspects of the School Health Services Program to ensure that the delivery of health services is coordinated with and supportive of the primary role of the school system - the education of the child.
- c) The SCHOOL BOARD will ensure that each public school within the district has a minimum of one licensed nurse (i.e., RN, LPN) to provide basic school health services. DOH-CLAY recommends one professional nurse (RN) in each school health room, including the charter schools.
- d) The SCHOOL BOARD will ensure all new school health room licensed nurses, new unlicensed assistive personnel (UAP), and new school health room substitutes attend the DOH-CLAY four (4) hour monthly group orientation.
- e) The SCHOOL BOARD will ensure all new records personnel attend the group monthly virtual orientation class on school health entry requirements.
- f) The SCHOOL BOARD will ensure that all persons staffing the health room and at least two (2) school staff members, excluding health room personnel, are currently certified by a nationally recognized certifying agency to provide first aid and cardiopulmonary resuscitation (CPR) as required by Chapter 64F-6.004, F.A.C., and Florida School Health Administrative Resource Manual (2021), Chapter 9.
- g) The SCHOOL BOARD will ensure that at least two (2) school staff members, excluding health room personnel, are trained in the administration of medication and provision of medical services as required by s. 1006.062, F.S., and Chapter 64F-6.004, F.A.C. Such staff members will serve as health room relief/ unlicensed assistive personnel (UAP).
- h) Only licensed and/or trained health room personnel in SCHOOL BOARD will accept / receive medication. Upon receiving the medication, a Medication Administration Record (MAR) and Parent Authorization for the Administration of Medication (PAAM) will be completed.
- i) The SCHOOL BOARD will provide high level of security for controlled / scheduled medication.
 - 1) The SCHOOL BOARD will ensure all student specific controlled / scheduled substances received from the parent / guardian, are to be counted, and immediately secured. This extra level of security will be maintained throughout the day.

- 2) The SCHOOL BOARD will ensure controlled or scheduled substances are to be kept under additional security (double locked cabinet) with two (2) different keys that are stored separately.
- 3) The SCHOOL BOARD will ensure the double locked cabinets will be securely mounted to a solid surface; cabinets will have solid doors to prevent breaking and ensure privacy. The storage unit will not be easily lifted or removed. The bare minimum standard would be in a locked cabinet / drawer.
- 4) The SCHOOL BOARD will limit access of controlled and scheduled medications to school health room personnel.
- 5) The SCHOOL BOARD will maintain a record for audit and safety purposes of any doses used and the amount of the controlled / scheduled medication received and released back to the parent / guardian.
 - i. Controlled / scheduled medication is counted / documented upon receipt and with each dose administered.
 - ii. Controlled / scheduled medication counts by two (2) school staff personnel will be conducted and documented weekly. Best practice recommendation will be given for one of the two personnel to be a licensed healthcare professional.
 - iii. Controlled / scheduled medication is counted / documented upon returning unused or expired doses to the parent / guardian.
 - iv. Controlled / scheduled medication that is discarded at the end of the school year (or student transfers out and medication is left behind) must be witnessed by two personnel with one being a licensed school nurse.
- j) The SCHOOL BOARD will update annually, each student's emergency information card, listing contact person, family physician, allergies, significant health history and permission for emergency care, as required by Florida Administrative Code 64F-6.004 Meeting Emergency Health Needs and Florida School Health Administrative Resource Manual (2021), Chapter 9. Per the School Health Services Program, Scope of Work, the SCHOOL BOARD will ensure student emergency information cards or forms are sent in writing or electronically, to parents and guardians throughout the school year. As per the School Health Services Program Scope of Work, and the School Health Services Plan the SCHOOL BOARD will collect 45 percent of the completed student emergency information cards or forms by September 30 of each school year and 95 percent of the completed student emergency information cards or forms by December 31 of each school year. The SCHOOL BOARD will ensure that emergency information cards or forms are updated by parents or guardians for each student annually and list the contact person, family physician, allergies, significant health history, and

permission for emergency care for the student. The SCHOOL BOARD emergency card is online in the district utilized database (SYNERGY). The SCHOOL BOARD will notify parents to complete via monthly emails. Once the records secretary staff for the SCHOOL BOARD receives the emergency information it is uploaded into the system.

- k) It is the responsibility of the SCHOOL BOARD principals to assure that all students produce evidence of immunizations and school health entry exams and other health records which are required for admittance to Florida public schools, as required by s. 1003.22 F.S., and Florida School Health Administrative Resource Manual (2021), Chapter 11. The SCHOOL BOARD will follow-up with parents of students out of compliance to assure school entry requirements are satisfied. SCHOOL BOARD agrees to enforce noncompliance and exclusion for students who do not have the required documentation. All records personnel and health room personnel will be registered with Florida SHOTS for access to DH 680/681 Form.
- l) The SCHOOL BOARD will notify (written/electronic) parents or guardians, within 30 calendar days of the start of the school year that their children, who are students, each of the health services that will be offered at their student's school, as provided for in the local School Health Services Plan. This information includes the ability for the parents/guardian to withhold consent or decline any specific service by completing an opt-out/ opt-in form for school health services.
- m) The SCHOOL BOARD will assure adequate physical facilities, health room supplies, office supplies, and equipment for school health services are available at each school as defined in State Requirements for Educational Facilities, s. 381.0056(5)(b), F.S., and Chapter 64F-6.004, F.A.C.
- n) The SCHOOL BOARD conducts Individualized Education Plan (IEP) and 504 plan meetings. If a RN is requested at a given meeting, the SCHOOL BOARD will provide a school district registered school nurse.
- o) The SCHOOL BOARD will ensure emergency information cards or equivalent records are reviewed for a minimum of 15 percent of students by September 30, a minimum of 50 percent of students by December 31, and a minimum of 90 percent of students by March 31, of each school year to ensure students have all required forms as required by the Scope of Work, and the School Health Services Plan.
- p) The SCHOOL BOARD will assure that SCHOOL BOARD nurses work within the scope of their practice, according to the Florida Nurse Practice Act and be licensed as a RN or LPN in accordance with Florida Statutes Chapter 464.
- q) The SCHOOL BOARD shall include health education as part of the comprehensive plan for the school district as per s. 381.0056, F.S.
- r) The SCHOOL BOARD will maintain the following documentation and information, either in written or electronic format, in accordance with s. 1002.22, Florida Statutes, Florida Administrative Code Rule 64F-6.005, the Family Educational Rights and Privacy Act, and HIPAA:

- 1) Cumulative health record for each student, which contains:
 - i. Florida Certificate of Immunization (Form DH 680) or Part A, Part B, or DH 681 exemption.
 - ii. School Entry Health Exam form (DH3040-CHP-7/2013) or other form as specified in s. 1003.22, Florida Statutes, and Florida Administrative Code Rule 6A-6.0024; and
 - iii. Documentation of screenings, results, referrals, follow-up attempts and outcomes.

- 2) Individualized Health Plan (IHP) and Emergency Action Plan for each student as applicable. IHP: A coordinated plan of care developed by a RN in accordance with s. 464.003, Florida Statutes, and Chapters 6A-6.0251, 6A-6.0252, and 6A-6.0253, Florida Administrative Code. The IHP is child-specific and includes a written format for nursing assessment (health status, risks, concerns, and strengths), nursing diagnosis, interventions, delegation, expected outcomes, goals to meet the health care needs of a student with an acute or chronic health condition and to protect the safety of all students from the misuse or abuse of medications, supplies, and equipment.

- 3) Medication Administration Records: A clinical record developed by the RN which details each occurrence of medication assistance to a student. An individualized record must be maintained for each student needing medication, treatment, or a health procedure.

- 4) Documentation of medical procedures and treatments.

- 5) Clinic log used daily to record, at a minimum, student identifiers, chief complaints, dates, times of arrival and departure, person on duty, and outcome disposition of the student.

- 6) Child-specific training and periodic follow-up monitoring of unlicensed assistive personnel as determined by the nursing process as specified in s. 1006.062(4), Florida Statutes, and Florida Administrative Code, Chapter 64B9-14.

- s) The SCHOOL BOARD will ensure or provide Basic School Health Services to all students in all public schools in county in accordance with s. 381.0056, Florida Statutes. At a minimum, provide the following Basic School Health Services, unless the student has a parent or guardian opt-out form or other written exemption, is not able to be screened due to profound disability, or is currently in treatment for the condition:
 - 1) Vision Screenings
 - 2) Hearing Screenings
 - 3) Scoliosis Screenings

- 4) Growth and Development Screenings
- 5) Refer all students who are outside the limits for a health screening and require a referral to the appropriate health care providers for further evaluation and treatment within forty-five (45) days of receiving the screening results. Document all referrals made in the student cumulative health record.
- 6) Confirm that all students referred to state contracted vision service providers have a signed parent or guardian consent form that includes permission for a Comprehensive Eye Exam, which may involve refraction and dilation.
- 7) Provide students who are pregnant with information on assistance, counseling, education, prenatal care, and the Healthy Start Program as needed.
- 8) Provide additional Basic School Health Services as specified in the current School Health Services Plan.

The DOH-CLAY and the SCHOOL BOARD further jointly agree:

- a) Confidentiality. The DOH-CLAY and SCHOOL BOARD shall comply with all applicable federal and state confidentiality laws, rules, regulations, and policies. The DOH-CLAY shall only be entitled to receive records and information from the SCHOOL BOARD which can be lawfully made available to DOH-CLAY, and the DOH-CLAY shall be held strictly accountable for the protection of such records and information consistent with both state and federal laws protecting the confidentiality of student records and other information which may be available through the SCHOOL BOARD and which is necessary for the DOH-CLAY to deliver the services required hereunder. For this Agreement, the DOH-CLAY staff must have access to paper and electronic records pertaining to or supporting the delivery of school health services to include but not necessarily be limited to the Cumulative Health Record of each student, names of students involved in Free and Reduced Lunch Program, and students enrolled in Medicaid.
- b) Independent Agents. No relationship of employer/employee, principal agent, or other association shall be created by this agreement between the parties or their directors, officers, agents, or employees. The parties agree that they will never act or represent that they are acting as an agent of the other or incur any obligations on the part of the other party.
- c) Insurance/Indemnification. Each party shall be responsible for the liabilities of their respective agents, servants, and employees. The SCHOOL BOARD and the DOH-CLAY are self-insured, and their agents, servants and employees are protected against tort claims as described in s. 768.28, Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity, nor shall anything herein be construed as consent by a state agency or political subdivision of the State of Florida to suit by third parties.
- d) Modification. This Agreement may be modified from time to time but only in writing and by mutual consent of the parties hereto.

- e) Disputes. In the event a dispute should arise between the parties as to the delivery of services under this Agreement, The SCHOOL BOARD hereby authorizes its Superintendent of Schools or designee to work with the Administrator/Health Officer of the DOH-CLAY to resolve any such disputes. If the Superintendent of Schools or designee and the Administrator/Health Officer are unable to resolve the dispute, the matter shall be referred to the SCHOOL BOARD, who may elect to terminate the agreement with appropriate notice to the DOH-CLAY, as provided below.
- f) Termination. This Agreement may be terminated, by either party, with or without cause, upon thirty (30) days' written notice to the other.
- g) The contact persons for each party are as follows:

For DOH-CLAY:

Jacqueline Copeland, BSN, RN, NCSN, CPH
 Senior Community Health Nursing Supervisor/School Health Coordinator
 Florida Department of Health in Clay County
 1845 Town Center Boulevard, Building 600
 Fleming Island, FL 32003
 (904) 529-2870

For SCHOOL BOARD:

Kristin Riebe, BAS, RN, LNC
 Coordinator of Nursing Services
 Clay County District Schools
 900 Walnut Street
 Green Cove Springs, FL 32054
 (904) 336-6884

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their officials thereunto duly authorized on the day and year indicated below.

**STATE OF FLORIDA, DEPARTMENT OF HEALTH
 CLAY COUNTY HEALTH DEPARTMENT**

 Heather Huffman, MS, RDN, LD/N, IBCLC
 Administrator

 Date

SCHOOL BOARD

 Ashley Gilhousen
 Board Chair

 Date

Exhibit I

EXAMPLE OF FALL SCHOOL HEALTH SERVICES PROGRAM REVIEW TOOL

School Health Services Program Review Fall 2023				
School:	Select One	Review Date:		
Principal:		School Type:	Select One	School Nurse(s):
Reviewer:	Select One	Number of Students:		Records Secretary:
Legend:	Approved External Collaborator (AEC) Florida Administrative Code (F.A.C.) Individualized Student Action Plan (ISAP) Registered Nurse (RN) School Health Services Plan (SHSP) School Health Services Manual (SHSM)	Certified Primary Prevention (CPR) Florida Statute (F.S.) Licensed Practical Nurse (LPN) School Health Administrative Resource Manual (SHARM) School Health Wellness Advisory Council (SHWAC) Unlicensed Assistive Personnel (UAP)	County Health Department (CHD) Central Records Schedule (CRS) Memorandum of Agreement (MOA) between DOH-Clay and CCDS Scope of Work (SOW) from the SH Program Office State Requirements for Education of Teachers (SRET)	
I. ADMINISTRATIVE ISSUES				
Reference	Measure	Yes	No	Comments
<u>1002.22, F.S.</u> <u>Ch. 64F-6.005(1)(e), FAC</u> <u>GS7, Item # 120, p. 3</u> <u>SHARM, p. 48-50</u>	1. Daily Health Room Activity log (paper or can produce electronic copy) utilized with the student name, date, time in/out, reason for health room visit, health room staff on duty, disposition, etc. Paper health room log concealed to protect student confidentiality.			
<u>§ 381.0056(6)(c), F.S.</u> <u>SHARM, p.53</u> <u>SRF</u>	2. School has adequate physical facilities for health room (reception, office, storage, toilet room with hot and cold water if built after 1994, bed space, space for confidential consultation).			
<u>Emergency Guidelines for Schools 2019 Florida Edition</u> MOA School Nursing A Comprehensive Text (Third Edition) <u>SHARM, p. 12</u> SHSM SHWAC	3. Current copies of the School Nursing A Comprehensive Text (Third Edition), School Health Services Manual, School Health Administrative Resource Manual (Revised 2021), Emergency Guidelines for Schools (2019 Florida Edition), and the Managing Childhood Infectious Diseases in Child Care and Schools a Quick Reference Guide (5th Edition) kept in the health room (electronic or hard copy).			
<u>381.0056, F.S.</u> MOA <u>School Health Coding Manual</u> <u>SHARM, p. 51</u>	4. Monthly Reports submitted via email to Florida Department of Health in Clay County (DOH-Clay) by the 5th of the following month and evaluated throughout the school year. Schools that have an Exceptional Student Education (ESE) health room and a regular health room will submit one combined report via email to DOH-Clay.			
<u>64F-6.005, F.A.C.</u> SHSM	5. All health room visits should be documented on the approved CCDS electronic student database. The CCDS Health Room Student Visit Record available as a backup and for health room relief staff who do not have computer access.			
II. MEDICATION ADMINISTRATION				
<u>1006.052, F.S.</u> <u>64B9-14.001, F.A.C.</u> MOA	6. Annual medication training and annual skills checklist completed and documented for all health room relief staff and/or Unlicensed Assistive Personnel (UAPs) prior to administering prescribed medications.			
<u>1006.052(4), F.S.</u> <u>64B9-14.002, F.A.C.</u> MOA <u>Nurse Practice Act</u> <u>The Role of the Registered Nurse in the Delegation of Care in Florida Schools</u>	7. Documentation of child-specific training (CST) for Unlicensed Assistive Personnel (UAPs) completed by a Registered Nurse (RN) immediately, upon entry, or upon identified need. Identified need is defined as when the medication and/or I/M/P is received.			
<u>1006.052, F.S.</u> <u>699.0121, F.S.</u> <u>SHARM, p. 21</u> SHSM	8. Medications (non-controlled/non-scheduled) in a locked container; if needing refrigeration, must be in locking storage container or locked refrigerator.			

Exhibit II

EXAMPLE OF FALL SCHOOL HEALTH SERVICES PROGRAM REVIEW TOOL (CONTINUED)

<p><u>1006.052, F.S.</u> <u>464.003 (19) (b) F.S.</u> <u>54B16-28.108, F.A.C.</u> <u>54F-5.005, F.A.C.</u> NOA <u>SHARM, p. 19</u> SHSM</p>	<p>9. Prescription medications in the original pharmacy-labeled container, unexpired. If the prescription label discard date states "see manufacturer's expiration date", follow the manufacturer's date. Sample medications labeled by the healthcare provider with the student's name, dosage, frequency of administration, and healthcare provider's name. This measure complies with 464, F.S. (Nurse Practice Act).</p>			
<p><u>SHARM, p. 20</u> SHSM</p>	<p>10. All over the counter (OTC) medications stored in the health room have healthcare provider's order, labeled with student's name, and unexpired.</p>			
<p><u>54F-5.005, F.A.C.</u> <u>1002.20(3)(M)(D)(C), F.S.</u> <u>6A-6.0251, 6A-6.0252 and 6A-6.0253, F.A.C.</u> <u>House Bill 1537</u> NOA <u>SHARM, p. 22</u> SOW</p>	<p>11. One method of documenting medication administration. Medication Administration Record (MAR) developed by a RN. Per CCDS guidelines, MAR must be signed by an RN within 30 days. MAR and Parental Authorization for Administration of Medicine (PAAM) filled out completely, medication signed off when given. A PAAM must be completed for all self-carry medications.</p>			
<p><u>Drug Enforcement Agency</u> School Nursing - A Comprehensive Text (2019), p. 301 <u>School Nursing Evidence-based Clinical Practice Guideline: Medication Administration in Schools (2021)</u> <u>SHARM, p. 21</u></p>	<p>12. Controlled or scheduled substances are additionally secured (double locked). The bare minimum standard would be in a locked container (lock box or locking bag) and then in a locked cabinet / drawer. Access to controlled and scheduled substances is restricted to specific school personnel. Controlled or scheduled substances counted upon receipt and once per week by 2 persons per CCDS guidelines. Best practice is one person be a licensed individual.</p>			
<p><u>NASN School Nursing Evidence-based Clinical Practice Guideline: Medication Administration in Schools</u> <u>SHARM, p. 21</u> SHSM</p>	<p>13. Medication treatment/variance form and procedures; notifies appropriate personnel per CCDS guidelines.</p>			
<p>SHSM</p>	<p>14. A daily list of students who receive medications must be available. At the minimum, the list should include the student's name, grade, time of medication administration, and name of medication.</p>			
<p><u>499.0121, F.S.</u> <u>54B16-28.108, F.A.C.</u> <u>SHARM, p. 21</u> SHSM</p>	<p>15. All discontinued and expired medications must be returned to the parent/guardian or disposed of per the School Health Services Manual. If expired or discontinued medication is present, it must be quarantined from usable medication.</p>			
<p><u>499.0121, F.S.</u> <u>SHARM, p. 21</u> SHSM</p>	<p>16. Refrigerator temperature log completed daily; refrigerator temperature range between 35°-45°F; if food items are present, must be for medical purposes only.</p>			
<p><u>1006.052, F.S.</u> <u>SHARM, p. 19</u> SHSM</p>	<p>17. Documentation of counting medication (initial and refills) when received.</p>			

Exhibit III

EXAMPLE OF FALL SCHOOL HEALTH SERVICES PROGRAM REVIEW TOOL (CONTINUED)

<p><u>381.887, F.S.</u> <u>1002.20, F.S.</u></p>	<p>18. Naloxone training and Naloxone skills competency checklist completed annually by nursing staff and UAPs.</p>			
<p><u>1006.0525, F.S.</u></p>	<p>19. Seizure training completed and documented for nursing staff, UAPs, and any employee who's regular duties include contact with a student who has an individualized seizure action plan (ISAP), which includes the recognition of symptoms and care of students with epilepsy and seizure disorders.</p>			
III. EMERGENCY POLICIES				
<p><u>54F-5.004, F.A.C.</u> SHSM</p>	<p>20. Medical Emergency Plan with names/phone number of persons certified in First Aid, CPR, and AED use posted in health room and throughout school.</p>			
<p><u>54F-5.004, F.A.C.</u> MOA SHARM, p. 27</p>	<p>21. Copies of current First Aid/CPR certification of all back-up and health room staff available in the health room.</p>			
<p><u>1006.165, F.S.</u> <u>381.0056, F.S.</u> <u>401.2915, F.S.</u> <u>54F-5.004, F.A.C.</u> <u>54J-1.023, F.A.C.</u> SHARM, p. 27 SHSM</p>	<p>22. First aid kit, first aid supplies, AED and AED supplies are easily accessible, unexpired, and from current approved health room supplies list.</p>			
<p>SHSM</p>	<p>23. Quarterly check of AED performed; AED checklist faxed to Health Services on the second Monday of September and at the end of the school year.</p>			
IV. SCREENINGS				
Elementary Schools: Mandated health screening measures will be evaluated after 3/22/2024.				
<p><u>54F-5.003, F.A.C.</u></p>	<p>24. Health room staff screen students (KG - 5) that are new to Florida schools, ESE and teacher requests.</p>			
V. HEALTH CONDITIONS				
<p>SHARM, p. 26 SHSM SHSP</p>	<p>25. Medical Management Plans (MMPs) and/or physician procedure orders are available on all students with chronic health conditions. Parent/guardian signature available on all MMPs.</p>			
<p><u>1002.20(h)(1)(i), F.S.</u> <u>1006.0525, F.S.</u> <u>381.0056, F.S.</u> <u>54F-5.004, F.A.C.</u> <u>54F-5.005, F.A.C.</u> <u>5A-6.0251, 6A-5.0252, 6A.0253, F.A.C.</u> NASN IHP Position Statement SHARM, p. 16, 24-26</p>	<p>26. Individual Health Care Plans (IHCP) and Emergency Action Plans (EAP) are in place for students with chronic health conditions.</p>			
VI. HEALTH ROOM PERSONNEL				
<p><u>1006.0524(1), F.S.</u> <u>54B9-14, F.A.C.</u> SHARM, p. 18</p>	<p>27. The school principal designates at least 2 health room relief staff (document the names).</p>			
<p><u>54F-5.005, F.A.C.</u> SHSM</p>	<p>28. Substitute folder available with the following forms: CCDS Health Room Student Visit Record, Daily Health Room Activity Logs, MAR/PAAM, list of students receiving daily medications, medication/treatment variance forms, and a completed Substitute Health Room Worksheet.</p>			

Exhibit IV

EXAMPLE OF FALL SCHOOL HEALTH SERVICES PROGRAM REVIEW TOOL (CONTINUED)

VII. SCHOOL HEALTH RECORDS REVIEW				
<p>1003.22, F.S. 1002.20(3)(b), F.S. 381.003(5), F.S. 54D-3.046, F.A.C. 54F-5.005(1)(a), F.A.C. SHARM, p. 32</p>	<p>29. Immunization compliance is met by proof of Florida Certification of Immunization (DH 580 or DH 681 Form). 580s/681s issued after 6/1/2022 must be electronically certified in FL SHOTS.</p>			
<p>1003.22, F.S. 1002.20(3)(a), F.S. 5A-6.024, F.A.C. Ch. 54F-5.005(1)(d), F.A.C. SHARM, p. 34 SHSM</p>	<p>30. Physical exam compliance is met by proof of a School Entry Health Exam (DH 3040), Sports Physical, or an out-of-state physical exam that meets acceptable criteria.</p>			
<p>1003.25, F.S. 54F-5.005, F.A.C. GS7, Item # 153, p. 3 SHARM, p. 51</p>	<p>31. Screening documentation available (unless out-of-county or out-of-state transfer per CCDS guidelines).</p>			
<p>54F-5.004, F.A.C. SHARM, p. 26 and 49 SoW</p>	<p>32. Emergency information (written or electronic) available for each student by September 30th of each school year per CCDS guidelines.</p>			
<p>1005.0525, F.S. 1014.05, F.S.</p>	<p>33. Consent Form for Care available for each student.</p>			
<p>MOA (for compliance with 1003.22, F.S.)</p>	<p>34. All records personnel and health room personnel are registered with Florida SHOTS for access to OOH Form 680 (Document names of those who have access).</p>			
<p>MOA (for compliance with 1003.22, F.S.)</p>	<p>35. All records requested for virtual audits are sent via Google Drive to the Florida Department of Health in Clay County (DOH-Clay) within 10 business days.</p>			
VIII. FEDERAL REGULATION				
<p>Section 363 of the Public Health Services Act (42 U.S.C. 263a)</p>	<p>36. Clinical Laboratory Improvement Amendments (CLIA) Certificate of Waiver available in the health room.</p>			
BEST PRACTICES				
<p>1. <u>Unbound Medicine</u></p>	<p>School nurse utilizes the Davis Drug Guide as evidenced by logging on.</p>			
<p>2. <u>Occupational Safety and Health Administration (OSHA)</u></p>	<p>Safety Data Sheets present or able to access.</p>			
<p>3. <u>Data-gathering purposes</u></p>	<p>NMPs/CPs/EAP and MAR/PAAM location in the health rooms</p>			
OBSERVATIONS				
1.				
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5.				

Revised 5/2023

Exhibit V

EXAMPLE OF SPRING SCHOOL HEALTH SERVICES PROGRAM REVIEW TOOL

School Health Services Program Review					
Spring 2024 - Mandated Health Screenings (Elementary Schools)					
School:	Select One	Review Date:			
Principal:		School Type:	Select One	School Nurse(s):	
Reviewer:	Select One	Number of Students:		Records Secretary:	
Legend:	Automated External Defibrillator (AED) Florida Administrative Code (F.A.C.) Individualized Student Action Plan (ISAP) Registered Nurse (RN) School Health Services Plan (SHSP) School Health Services Manual (SHSM)	Cardio-Pulmonary Resuscitation (CPR) Florida Statute (F.S.) Licensed Practical Nurse (LPN) School Health Administrative Resource Manual (SHAARM) School Health Wellness Advisory Council (SHWAC) Universal Allergic Personnel (UAP)	County Health Department (CHD) General Records Schedule (GRS) Memorandum of Agreement (MOA between DOH-Clay and OCSB) Scope of Work (SoW) from the SH Program Grant State Requirements for Educational Facilities (SREIF)		
SCREENINGS					
References	Measure	Yes	No	Comments	
CH 64F-8.003, F.A.C. 381.0058, F.S. MOA	37. Mass health screening guidelines followed. District school nurse present during the screening.				
CH 64F-8.003, F.A.C. 381.0058, F.S. MOA SHSP	38. Mass health screenings and all rescreenings completed by November 17, 2023.				
SHAARM, p. 18 MOA SHSP	39. Mass health screening results are sent to DOH-Clay using the Screening Results, Initial and Final Outcomes 2023-2024 Spreadsheet by December 1, 2023.				
MOA SoW SHSP	40. Student mass health screening results distributed to parents/guardians by December 20, 2023.				
MOA SHSP	41. School nurse forwards initial mass health screening outcomes to DOH-Clay by January 19, 2024.				
MOA SHSP	42. School nurse forwards final mass health screening outcomes to DOH-CLAY by March 22, 2024.				

OBSERVATIONS	
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EXAMPLE OF SCHOOL HEALTH SERVICES FOCUS VISIT TOOL

Health Room Focus Visit 2023-2024

School:
DOH-Clay SH RN:
Health Room Nurse:

Date: In: Out:
Records Secretary:
Health Room UAP:

Resources Available in Health Room:	Yes	No
1. School Health Services Manual (Current Edition)	<input type="checkbox"/>	<input type="checkbox"/>
2. Emergency Guidelines for Schools (2019 Edition)	<input type="checkbox"/>	<input type="checkbox"/>
3. School Nursing: A Comprehensive Text (3 rd Edition)	<input type="checkbox"/>	<input type="checkbox"/>
4. SH Administrative Resource Manual (Rev. 2021)	<input type="checkbox"/>	<input type="checkbox"/>
5. Managing Childhood Infectious Dz in Child Care & Schools a Quick Reference Guide (5 th Edition)	<input type="checkbox"/>	<input type="checkbox"/>
Documentation Available in Health Room:	Yes	No
1. Medication Training for UAP (Unlicensed Assistive Personnel) Staff	<input type="checkbox"/>	<input type="checkbox"/>
2. Skills Checklist for UAP Staff	<input type="checkbox"/>	<input type="checkbox"/>
3. Certifications/Trainings (ex. CPR/Narcotic/Seizure)	<input type="checkbox"/>	<input type="checkbox"/>
4. Child Specific Training (CST)	<input type="checkbox"/>	<input type="checkbox"/>
Students with Chronic Health Conditions:	Yes	No
Have the following in Health Room		
1. Medical Management Plan (MMP)	<input type="checkbox"/>	<input type="checkbox"/>
2. Emergency Action Plan (EAP)	<input type="checkbox"/>	<input type="checkbox"/>
3. Individual Health Care Plan (IHCP)	<input type="checkbox"/>	<input type="checkbox"/>
4. Child Specific Training (CST)	<input type="checkbox"/>	<input type="checkbox"/>
5. Medication Administration Record (MAR)	<input type="checkbox"/>	<input type="checkbox"/>
6. Parental Authoriz'n for Admin. of Medicine (PAAM)	<input type="checkbox"/>	<input type="checkbox"/>
7. Consent to Treat (CTT)	<input type="checkbox"/>	<input type="checkbox"/>
Verification of Documentation:	Yes	No
1. MAR/PAAM	<input type="checkbox"/>	<input type="checkbox"/>
a. totally filled out (no blanks at top)	<input type="checkbox"/>	<input type="checkbox"/>
b. allergies listed	<input type="checkbox"/>	<input type="checkbox"/>
c. no pre/postdating	<input type="checkbox"/>	<input type="checkbox"/>
d. all required signatures present	<input type="checkbox"/>	<input type="checkbox"/>
2. Emergency Information present on random students (written or electronic)	<input type="checkbox"/>	<input type="checkbox"/>
3. CTT present on previously treated student (random)	<input type="checkbox"/>	<input type="checkbox"/>
Refrigerator:	Yes	No
1. Temperature log completed daily	<input type="checkbox"/>	<input type="checkbox"/>
2. Range stays between 34-45°F. If out of range, corrective actions noted	<input type="checkbox"/>	<input type="checkbox"/>
3. Food stored for medical purposes only	<input type="checkbox"/>	<input type="checkbox"/>

Monthly Reports:	Yes	No
1. Submitted by 5 th of month to DOH-Clay	<input type="checkbox"/>	<input type="checkbox"/>
2. Daily Health Room Activity Log (DHRAL)	<input type="checkbox"/>	<input type="checkbox"/>
Controlled Substances:	Yes	No
1. Double-locked	<input type="checkbox"/>	<input type="checkbox"/>
2. Restricted to specific school personnel	<input type="checkbox"/>	<input type="checkbox"/>
3. Counted by 2 personnel weekly	<input type="checkbox"/>	<input type="checkbox"/>
Best Practices:	Yes	No
1. Patient Treatment Record (PTR's) secured	<input type="checkbox"/>	<input type="checkbox"/>
2. Chemicals locked or out-of-reach of students	<input type="checkbox"/>	<input type="checkbox"/>
3. Safety Data Sheets (SDS/MSDS) present or knows how to access	<input type="checkbox"/>	<input type="checkbox"/>
4. Access to Davis Drug Handbook	<input type="checkbox"/>	<input type="checkbox"/>
5. Poison Control Sticker / knows how to access	<input type="checkbox"/>	<input type="checkbox"/>
Observations (Bark to Basics):	Yes	No
1. Handwashing/sanitizing between students	<input type="checkbox"/>	<input type="checkbox"/>
2. Sanitizing beds between students	<input type="checkbox"/>	<input type="checkbox"/>
3. Medication Rights (8) being completed with each student	<input type="checkbox"/>	<input type="checkbox"/>
4. Asking student allergies prior to treatment	<input type="checkbox"/>	<input type="checkbox"/>
5. MAR being used & documenting in real time	<input type="checkbox"/>	<input type="checkbox"/>
6. No prior medication preparation noted	<input type="checkbox"/>	<input type="checkbox"/>
PIPs Follow-up:	Yes	No
1. Pending PIP's Completed	<input type="checkbox"/>	<input type="checkbox"/>
Comments / Questions:		

Please Note: Minimum of 3 Sections will be reviewed at each visit.

NOTES:

Exhibit VII

EXAMPLE OF SCHOOL HEALTH SERVICES FOCUS VISIT TOOL (CONTINTUED)

Health Room Focus Visit 2023-2024 References

Resources Available in Health Room:		Monthly Reports:	
◆ SHARM (School Health Administrative Resource Manual)		◆ 381.0056, F.S. / 1002.22, F.S.	
◆ School Health Guidelines and Reports		◆ 64F-6.005(1)(e), F.A.C.	
◆ School Health Wellness Advisory Council Meeting Recommendation from 4/7/2021		◆ SHARM	
◆ MOA		◆ MOA	
		◆ SH Coding Manual	
Documentation Available in Health Room:		Controlled Substances:	
◆ 1006.062 (4), F.S.		◆ DEA (Drug Enforcement Administration)	
◆ 64B9-14.001, F.A.C.		◆ SHARM, pg 21	
◆ MOA		◆ NASN	
◆ Role of RN and Delegation of Care		◆ School Nursing-A Comprehensive Text, 2019, pg 901	
Students with Chronic Health Conditions: Have the following in Health Room		Best Practices:	
◆ 1006.062, F.S.		◆ PTR's: 1002.22, 1003.22, 228.093 F.S.	
◆ 1006.0626, F.S.		64F-6.005, F.A.C.	
◆ 1002.20(h)(i)(j), F.S.		FERPA/HIPPA	
◆ 381.0056, F.S.		HHS Privacy Act	
◆ 64F-6.004, F.A.C.		Lippincott "Manual of Nursing Practice" 10 th Edition, 2014, Legal Aspects of Professional Nursing Practice, pg 15	
◆ 64F-6.005, F.A.C.		◆ Chemicals: EPA	
◆ 6A-06.0251, 6A-6.60252, 6A-6.0253, F.A.C.		AAP "Managing Infectious Diseases" 5 th Edition, 2020, pg 27	
◆ NASN		◆ Safety Data Sheets (SDS/MSDS): OSHA / OSHA	
◆ SHARM		◆ Drug Book Access	
		◆ Poison Control Center	
Verification of Documentation:		Observations (Back to Basics):	
◆ 1014.06, F.S.		◆ Handwashing: CDC : NIH / NIH	
◆ 64F-6.004, F.A.C.		◆ Sanitizing Environmental Services: Infection Prevention In Schools	
◆ SHARM		◆ Medication Rights: NIH-NLM	
◆ CCDS		◆ Allergies: Lippincott "Manual of Nursing Practice" 10 th Edition, 2014, Legal Aspects of Professional Nursing Practice, pg 1386, 1387	
		◆ MAR: School Nursing Evidenced Based Clinical Practice Guideline Medication Administration in Schools, pg 18, 83	
Refrigerator:		◆ Medication Preparation: School Nursing-A Comprehensive Text, 2019, pg 901	
◆ Joint Commission			
◆ 499.0121, F.S.			

Legend:

Florida Statue (F.S.); Florida Administrative Code (F.A.C.); National Institute of Health (NIH); Registered Nurse (RN); Clay County District Schools (CCDS); National Institute of Health (NIH); School Health (SH); Health Insurance Portability & Accountability Act of 1996 (HIPAA); Family Educational Rights & Privacy Act (FERPA); Memorandum of Agreement (MOA between DOH-Clay & CCDS); Department of Health (DOH); National Association of School Nurses (NASN); Department of Health & Human Services (HHS); Centers for Disease Control & Prevention (CDC); Scope of Work (SoW from the SH Program Office); National Institute of Health – Library of Medicine (NIH-NLM); Occupational Safety & Health Administration (OSHA); School Health Administrative Resource Manual (SHARM); School Health Wellness Advisory Council (SHWAC); Environmental Protection Agency (EPA); Medication Administration Record (MAR)

Exhibit VIII

EXAMPLE OF MASS SCREENING ASSISTANCE REQUEST TRACKER

Mass Health Screening Assistance Request Tracker 2024-2025 SY (Due on 9/6/2024)									
School	Screening Information			Requesting screening assistance from DOH-Clay <small>(DOH-Clay will assist on our screening date. Assistance is typically expected to extend 60 days prior to screening)</small>			Type of Assistance Requested <small>(Enter Yes or No)</small>		
	Date(s)	Start Time	End Time	Enter Yes or No	Specify the Screening Date DOH-Clay will assist on	Screening Time(s) <small>(Specify a time range. Example: 9:30-11:00 AM)</small>	Volunteer Training	Manning a Screening Station <small>(Specify the station. Example: Student)</small>	Managing Student Flow
Example Elementary	10/10/2024 10/10/2024	8:30 AM	2:00 PM	Yes	10/10/2024	9:30-11:00 AM	Yes	Yes - Staffless	No
AES									
CEB									
CCA									
CHE									
CGE									
DOE									
DIS									
FIE									
GPE									
KHE									
LAE									
LES									
MRE									
MRE									
MCE									
OVE									
OPE									
PES									
POE									
ROE									
RVE									
SEJ									
SLE									
SPS									
SJCA - FI									
SJCA - OP									
SPC									
TBE									
TES									
WEC									
WES									

Please email the completed tracker to DOH-Clay's School Health Coordinator by September 6, 2024. DOH-Clay will assist with screenings between September 16, 2024 to October 11, 2024, as available.

MASS HEALTH SCREENING RESULTS SPREADSHEET

MASS HEALTH SCREENING RESULTS 2024-2025
(Due: 12/2/2024)

Student Membership/Enrollment*

School Name:			
KG	1st	3rd	5th

* Obtain the student membership/enrollment numbers from the CCDS electronic database.

Instructions: Enter information **only in the yellow boxes**.

Please do not leave any box unfilled. Enter zero ("0") if you have no number to report.

2023-2024 VISION SCREENING REPORT (0510)								
Grade	Total Students	No Referral	Referrals (#Res)	Rescreens	Opted-Out	Unable to Screen	FTTY	Total Tests (#Srv)
					(0610)			
KG							0	0
1st							0	0
3rd							0	0
6th							0	0

Total Students = No Referral + Referrals + Opted-Out + Unable Screen

If a "Grade" box turns red after entering screening results, please reread the numbers and ensure that the formula listed above is followed.

2023-2024 HEARING SCREENING REPORT (0515)								
Grade	Total Students	No Referral	Referrals (#Res)	Rescreens	Opted-Out	Unable to Screen	FTTY	Total Tests (#Srv)
					(0615)			
KG							0	0
1st							0	0
3rd (optional)							0	0
6th							0	0

Total Students = No Referral + Referrals + Opted-Out + Unable Screen

If a "Grade" box turns red after entering screening results, please reread the numbers and ensure that the formula listed above is followed.

2023-2024 SODIOSIS SCREENING REPORT (0561)								
Grade	Total Students	No Referral	Referrals (#Res)	Rescreens	Opted-Out	Unable to Screen	FTTY	Total Tests (#Srv)
					(0661)			
6th							0	0

Total Students = No Referral + Referrals + Opted-Out + Unable Screen

If a "Grade" box turns red after entering screening results, please reread the numbers and ensure that the formula listed above is followed.

2023-2024 GROWTH AND DEVELOPMENT (BMI) SCREENING REPORT (0520)								
Grade	Total Students	Underweight	Healthy Weight	Overweight	Obese	Opted-Out	Unable to Screen	FTTY
		(0522)	(0521)	(0523)	(0524)	(0621)		
1st								0
3rd								0
6th								0

Total Students = Underweight + Healthy Weight + Overweight + Obese + Opted-Out + Unable Screen

If a "Grade" box turns red after entering screening results, please reread the numbers and ensure that the formula listed above is followed.

Definitions and Reminders

Total Students	No Referral + Referrals + Opted-Out + Unable Screen Underweight + Healthy Weight + Overweight + Obese + Opted-Out + Unable Screen
FTTY	Students screened minus opt-out and unable to screen
Referrals for Growth & Development (BMI)	Underweight and Obese
Outcomes (OC)	Student receives appropriate follow-up, evaluation, and correction for the screening they were referred Student has an upcoming scheduled appointment with a healthcare provider
Non-Outcomes (NOC)	Parents/guardian non-response to follow-up attempts to a screening referral Parents/guardian refusal to obtain a comprehensive examination or treatment for their child Student withdrawn from school
Rescreens and Referrals	The number of rescreens must be ≥ the number of referrals

INITIAL SCREENING OUTCOMES SPREADSHEET

Initial Screening Outcomes 2024-2025
(Due: 1/20/2025)

School:	
Instructions:	Enter the student name, ID, and grade on the list below in the applicable screening group if a student was sent a referral letter <u>and</u> the parent/guardian did not respond to it. Forward this list to DOH-Clay on or before the due date. DOH-Clay will generate screening referral follow-up letters, which will be sent back electronically to the school nurse/health room designee for distribution to parents/guardians.

School		Student Last Name, First Name	Student ID	Grade	Notes
VISION					
HEARING					
SCOLIOSIS					

INITIAL SCREENING OUTCOMES SPREADSHEET (CONTINUED)

	Student Last Name, First Name	Student ID	Grade	Notes
B M I O B E S E				
B M I U N D E R W E I G H T				

Revised 3/2022

Revised 3/2024

Initial Screening Outcomes 2024-2025

FINAL SCREENING OUTCOMES SPREADSHEET

Final Screening Outcomes 2024-2025

(Due: 3/14/2025)

Outcomes (OC)	Student receives appropriate follow-up, evaluation, and correction for the screening they were referred. Student has an upcoming <u>scheduled</u> appointment with a healthcare provider.
Non-outcomes (OC)	Parents/guardian non-response to follow-up attempts to a screening referral. Parents/guardian refusal to obtain a comprehensive examination or treatment for their child. Student withdrawn from school.

School Name

Instructions: Enter final screening outcomes information in appropriate boxes with the blue border. The boxes with the blue borders will turn orange when the Number of Vision, Hearing, Scoliosis, BMI-Obese, and BMI-Underweight Referrals boxes become populated. The boxes will turn white when the number of referrals equal the number of outcomes and non-outcomes. Please do not leave any box unfilled. Enter zero ("0") if you have no number to report. Submit this report to your assigned DOH-Clay Public Health Nurse on or before the due date.

VISION SCREENING

Grade	Number of Vision Referrals (From the Mass Health Screening Breakdown)	Final Outcomes	
		Vision Outcomes (0510)	Vision Non-Outcomes (9510)
KG	0		
1st	0		
3rd	0		
6th	0		

Number of Vision Referrals = Vision Outcomes + Vision Non-Outcomes

HEARING SCREENING

Grade	Number of Hearing Referrals (From the Mass Health Screening Breakdown)	Final Outcomes	
		Hearing Outcomes (0515)	Hearing Non-Outcomes (9515)
KG	0		
1st	0		
3rd (optional)	0		
6th	0		

Number of Hearing Referrals = Hearing Outcomes + Hearing Non-Outcomes

SCOLIOSIS SCREENING

Grade	Number of Scoliosis Referrals (From the Mass Health Screening Breakdown)	Final Outcomes	
		Scoliosis Outcomes (0561)	Scoliosis Non-Outcomes (9561)
6th	0		

Number of Scoliosis Referrals = Scoliosis Outcomes + Scoliosis Non-Outcomes

OBESE (GROWTH AND DEVELOPMENT / BMI) SCREENING

Grade	BMI - Obese (From the Mass Health Screening Breakdown)	Final Outcomes	
		BMI Obese Outcomes (0524)	BMI Obese Non-Outcomes (9524)
1st	0		
3rd	0		
6th	0		

Number of BMI Obese = BMI Obese Outcomes + BMI Obese Non-Outcomes

UNDERWEIGHT (GROWTH AND DEVELOPMENT / BMI) SCREENING

Grade	BMI - Underweight (From the Mass Health Screening Breakdown)	Final Outcomes	
		BMI Underweight Outcomes (0522)	BMI Underweight Non-Outcomes (9522)
1st	0		
3rd	0		
6th	0		

Number of BMI Underweight = BMI Underweight Outcomes + BMI Underweight Non-Outcomes

**Exhibit XIII
RECOMMENDED EVIDENCE-BASED PRACTICE RESOURCES FOR THE SCHOOL HEALTH SERVICES PROGRAM**

Title27	Author	Edition	Sources	Cost
Lippincott Manual of Nursing Practice	Sandra M. Nettina, MSN, ANP-BC	11 th Edition	Amazon.com Barnesandnoble.com	\$101.02 \$115.99
School Nurse Resource Manual: Evidence Based Guide to Practice	Vicki Taliaferro, BSN, RN, NCSN Cheryl Resha, EdD, MSN, RN, FNASN	10 th Edition	Barnesandnoble.com Schoolnurse.com	\$97.00 \$47.00 (thumb drive) \$89.00
Wong's Essentials of Pediatric Nursing	Marilyn Hockenberry, PhD, RN, PPCNPBC, FAAC Cheryl Rodgers, PhD, RN, CPNP, CPON, David Wilson, MS, RNC-NIC	11 th Edition	Amazon.com	\$100.57
Managing Infections Diseases in Child Care and Schools: A Quick Reference Guide (By AAP)	Timothy R. Shope, MD, MPH, FAAP Andrew N. Hashikawa, MD, MS, FAAP,	6 th Edition	Amazon.com Schoolhealth.com	\$62.95 \$71.99
Managing Chronic Health Needs in Child Care and Schools: A Quick Reference Guide (By AAP)	Elaine A. Donoghue, MD, FAAP, Colleen A. Kraft, MD, MBA, FAAP	2 nd Edition	Amazon.com Schoolnursesupply.com Barnesandnoble.com	\$62.95 \$72.00 \$62.95
Advanced Pediatric Assessment	Ellen M. Chiocca, PhD, CPNP, RNC-NIC	3 rd Edition	Amazon.com Springerpub.com Barnesandnoble.com	\$69.59 \$116.00 \$132.00
School Nursing Scope and Standards of Practice	American Nurses Association and National Association of School Nurses	4 th Edition	Amazon.com Barnesandnoble.com	\$26.99 \$27.49 ebook

Rvsd 3.2024

June 6, 2024 - Regular School Board Meeting

Title

C14 - Proposed Allocation Changes for 2024-2025

Description

Staff allocation documents clarify how each school, district department and division is staffed. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocation changes 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 staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904)336-6722, susan.legutko@myoneclay.net

Financial Impact

Reflected in attachment.

Review Comments

Attachments

[06.06.24 - 24-25 Allocation Summary.pdf](#)

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost	
			2024-2025 ACTIONS					
			General Funds					
KHE - 0301	1.0		Registered Nurse	program needs	\$29,312	\$10,265	\$39,577	
CHE - 0411	0.9		ESE Assistant, General Health	enrollment & student needs	\$19,670	\$6,888	\$26,558	
POE - 0651	1.8		ESE Assistant, Behavioral Health	student & enrollment needs	\$39,340	\$13,777	\$53,117	
GPE - 0232	1.0		Teacher, VESC-ASD	enrollment needs	\$51,490	\$18,032	\$69,522	
ITS - 9040		(5.0)	Data Services Assistant	move to a job description to match duties	(\$209,340)	(\$73,311)	(\$282,651)	
ITS - 9040	5.0		Data Management Specialist	move to a job description to match duties	\$209,340	\$73,311	\$282,651	
ITS - 9040	1.0		Data Management Specialist	work with new Department of English Language Learners program 815	\$41,868	\$14,662	\$56,530	
ELE - 9006	1.0		Supervisor MTSS		\$82,508	\$28,894	\$111,402	
CC - 9004		(1.0)	STS Counselor 11 month	assist with budgetary restrictions	(\$55,598)	(\$19,470)	(\$75,068)	
CC - 9004	1.0		STS Counselor 10 month	assist with budgetary restrictions	\$50,450	\$17,668	\$68,118	
				TOTAL:	\$259,039	\$90,715	\$349,754	
			MIL Funds 105/1205					
OPS - 9022		(3.0)	Lead Guardian - 9 month	safety & security needs	(\$98,771)	(\$34,590)	(\$133,361)	
OPS - 9022	3.0		Lead Guardian - 12 month	safety & security needs	\$136,598	\$47,837	\$184,435	
				TOTAL:	\$37,827	\$13,247	\$51,074	
			Federal Funds 420/4100/4080					
POE - 0651	1.0		ESE Support Facilitator	student & enrollment needs	\$48,450	\$16,967	\$65,417	
SUP - 9017	1.0		Family & Community Engagement Coordinator	program needs	\$70,550	\$24,707	\$95,257	
				TOTAL:	\$119,000	\$41,674	\$160,674	

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

C15 - Proposed Allocation Changes for 2023-2024

Description

Staff allocation documents clarify how each school, district department and division is staffed. The School Board is required to take action on all staff allocation changes.

Gap Analysis

These allocation changes 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 staff allocation plan as submitted.

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, (904)336-6722, susan.legutko@myoneclay.net

Financial Impact

Reflected in attachment.

Review Comments

Attachments

[06.06.24 - 23-24 Allocation Summary.pdf](#)

School	Add	Delete	Allocation	Comment	Salary	Benefits	Total Cost
			2023-2024 ACTIONS				
			General Funds				
STS - 9004	1.0		Director of Climate & Culture, Limited Contract (6/17/24-6/30/24)	provide for transitional support as current director retires	\$3,671	\$1,286	\$4,957
				TOTAL:	\$3,671	\$1,286	\$4,957

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

C16 - Monthly Financial Reports for April, 2024

Description

The Monthly Financial Reports, in accordance with SBE Rule 6A-1.008, are submitted for the use and consideration of the Board for the month ending April 30, 2024.

Gap Analysis

The Monthly Financial Reports show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

It has been a past (normal) practice to provide Monthly Financial Reports, in accordance with SBE Rule 6A-1.008.

Expected Outcomes

The Monthly Financial Reports are provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's finances.

Strategic Plan Goal

Goal 5: Strategy 2: Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning. Promote fiscal transparency and communication.

Recommendation

That the Clay County School Board accept for use and consideration the Superintendent's Monthly Financial Reports for April, 2024.

Contact

Dr. Susan M. Legutko, Assistant Superintendent of Business Affairs, (904) 336-6721, susan.legutko@myoneclay.net

Financial Impact

The Monthly Financial Reports reflect the year-to-date results of operations.

Review Comments

Attachments

- ⌚ [April 2024 Monthly Board Financial Report.pdf](#)
- ⌚ [April 2024 Monthly Board Property Report.pdf](#)
- ⌚ [CONTRACT REVIEW LOG SHEET.pdf](#)

CLAY COUNTY SCHOOL BOARD
SUMMARY OF CASH INVESTMENTS
07/01/2023 thru 04/30/2024

	CASH BALANCE	INVESTMENT AMOUNT	TYPE	GRAND TOTAL
General Fund(3)	11,331,647.85	68,526,330.72	(1) & (4) SBA/OTH	79,857,978.57
Debt Services(5)	0.00	589,860.13	SBA/OTH	589,860.13
Capital Projects	0.00	47,318,447.87	SBA/OTH	47,318,447.87
Special Rev. - Other	0.00	0.00	SBA	0.00
Spec. Rev - Food Service	6,653,221.46	4,953,606.88	SBA	11,606,828.34
Self Insurance	0.00	3,723,386.75	SBA	3,723,386.75
GRAND TOTAL	17,984,869.31	125,111,632.35		143,096,501.66

NOTES:

1. The rate of interest earned on investments with the State Board of Administration (PRIME) during the month of April, 2024 was 5.52%.
2. For comparison purposes with the General Fund Statement of Revenue, we have completed 83.34% of the fiscal year. All other percentages are only a comparison of cash collections or expenditures to budgeted revenue or appropriations.
3. On the Summary of Cash & Investments, the figure reported for General Fund Investments includes \$1,764,510.36 invested for School Internal Accounts.
4. The rate of interest earned on investments with the Florida Education Investment Trust Fund (FEITF) during the month of April, 2024 was 5.43%.
5. Trustee Accounts - Amounts placed with SBA by the Florida Department of Education for investment of debt service moneys.

DRAFT

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF REVENUE
07/01/2023 thru 04/30/2024

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Federal Impact Aid	3121	500,000.00	500,000.00	462,941.00	92.59%
	R O T C	3191	375,000.00	375,000.00	272,406.79	72.64%
Federal Direct - Total			875,000.00	875,000.00	735,347.79	
Federal thru Local and State	Medicaid	3202	2,000,000.00	2,000,000.00	1,253,117.55	62.66%
	Federal Through Local Revenue	3280	350,000.00	332,832.45	252,616.72	75.90%
	Other Federal Thru State	3290	0.00	0.00	190,720.83	NA
Federal thru Local & State - Total			2,350,000.00	2,332,832.45	1,696,455.10	
State Sources	Florida Educ Finance Program	3310	230,527,297.00	228,333,250.00	183,994,160.00	80.58%
	Workforce Development	3315	904,441.00	904,441.00	753,700.00	83.33%
	Workforce Performance Incentiv	3317	0.00	91,629.00	124,689.00	136.08%
	CO&DS Withheld/Admin Expense	3323	22,000.00	22,000.00	0.00	0.00%
	State License Tax	3343	40,000.00	40,000.00	35,635.83	89.09%
	Class Size Reduction	3355	37,159,379.00	37,159,379.00	30,807,918.00	82.91%
	School Recognition	3361	0.00	4,133,980.00	4,133,980.00	100.00%
	Voluntary Pre-K High Schools	3370	100,000.00	100,000.00	127,934.51	127.93%
	Voluntary Pre-K	3371	500,000.00	500,000.00	529,547.52	105.91%
	State Revenue Thru Local	3380	139,347.94	354,179.94	354,179.94	100.00%
	Miscellaneous State Revenue	3390	859,692.00	4,950,080.00	2,058,798.24	41.59%
	Other Misc State Revenue	3399	0.00	180,623.00	180,623.00	100.00%
State Sources - Total			270,252,156.94	276,769,561.94	223,101,166.04	
Local Sources	District School Taxes	3411	71,869,574.68	71,869,574.68	69,455,899.54	96.64%
	Prior Year Coll School Taxes	3419	30,000.00	30,000.00	19,676.04	65.59%
	Tax Redemptions	3421	1,000,000.00	1,000,000.00	0.00	0.00%
	Rent	3425	600,000.00	600,000.00	529,276.41	88.21%
	Interest Incl Profit On Investment	3430	1,000,000.00	1,000,000.00	2,902,150.73	290.22%
	Gifts, Grants & Bequests	3440	241,601.80	305,652.82	96,403.82	31.54%
	Adult Gen Educ Course Fee-GED	3461	51,219.99	77,169.99	37,436.87	48.51%
	Postsecondary Voc Course Fees	3462	3,000.00	3,000.00	0.00	0.00%
	Lifelong Learning Fees	3466	500.00	500.00	0.00	0.00%
	Other Student Fees	3469	13,900.00	21,190.00	11,690.00	55.17%
	Preschool Program Fees	3471	449,398.24	449,398.24	362,439.96	80.65%
	Other Schl Class Fees	3479	91,774.00	96,124.00	60,517.52	62.96%
	Miscellaneous Local Sources	3490	1,651,034.72	1,935,470.70	5,492,865.19	283.80%
	Receipt Of Fed Indirect Cost	3494	1,000,000.00	1,000,000.00	470,162.88	47.02%
	Other Misc Local Sources	3495	300,000.00	300,000.00	549,926.49	183.31%
	Refund Of Prior Year's Expense	3497	100,000.00	100,000.00	57,967.56	57.97%
	Lost Damaged & Sale Of Textbook	3498	5,045.98	5,045.98	80.79	1.60%
Receipt Of Food Serv Ind Cost	3499	400,000.00	400,000.00	181,836.93	45.46%	
Local Sources - Total			78,807,049.41	79,193,126.41	80,228,330.73	
Transfers	Transfer From Capital Projects	3630	5,070,000.00	5,070,000.00	3,268,730.00	64.47%
	Transfer From Internal Service	3670	1,000,000.00	1,000,000.00	0.00	0.00%
Transfers - Total			6,070,000.00	6,070,000.00	3,268,730.00	
Other Financing Sources	Sale Of Land	3731	0.00	0.00	15,000.00	NA
	Sale Of Equipment	3733	100,000.00	100,000.00	61,571.31	61.57%
	Insurance Loss Recoveries	3740	22,573.84	22,573.84	86,600.58	383.63%
OFS - Total			122,573.84	122,573.84	163,171.89	
Revenues - Total			358,476,780.19	365,363,094.64	309,193,201.55	84.63%
Fund Balance	Restricted Fund Balance	2720	0.00	0.00	0.00	
	Fund Balance 7-1-2023	2750	27,644,443.17	27,644,443.17	27,644,443.17	
Grand Total			386,121,223.36	393,007,537.81	336,837,644.72	85.71%

**CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS
STATEMENT OF EXPENDITURES AND TRANSFERS**

07/01/2023 thru 04/30/2024

Expense	Acc#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mat/Supplies	Cap Outlay	Other Misc	Totals	% OF Budget
Basic FEPP K-12	5100	170,444,900.17	166,713,299.57	73,212,252.39	25,758,766.73	20,139,730.65	1,049.96	5,911,375.51	730,999.78	1,387,901.85	127,142,066.87	76.28%
Exceptional Education	5200	53,506,848.64	55,707,944.52	30,376,952.00	10,815,993.55	2,769,025.08	2,321.34	418,366.96	102,156.86	18,725.76	44,501,533.57	79.88%
Career Technical Education	5300	10,551,660.11	12,380,373.48	4,662,052.71	1,601,708.90	504,856.91	4,455.03	303,351.27	647,655.09	59,181.28	7,783,261.19	62.87%
Adult General	5400	586,174.30	651,892.11	150,485.50	44,108.95	45,038.46	0.00	18,703.34	23,246.17	18,520.85	300,103.27	35.24%
Voluntary Pre K	5500	1,129,409.24	1,257,120.32	546,111.39	196,123.84	39,370.46	0.00	177,162.65	24,632.74	0.00	983,401.08	78.23%
Other Instruction	5900	17,478,274.27	200,325.46	857,231.41	142,415.71	0.00	0.00	5,301.78	2,390.60	0.00	1,007,339.50	502.85%
Student Support Services	6100	19,178,274.27	19,519,785.97	11,407,357.80	3,743,229.34	627,820.26	3,708.97	135,069.50	112,818.38	39,080.35	16,069,084.60	82.32%
Instructional Media Services	6200	5,033,098.57	5,037,979.05	2,538,770.50	920,818.60	213,433.12	0.00	68,665.16	106,795.90	675.00	3,849,158.28	76.40%
Inst & Curric Dev Services	6300	4,892,735.36	4,752,500.87	2,803,102.42	902,114.98	31,989.07	319.43	12,526.19	46,392.78	799.15	3,797,244.02	79.90%
Inst Staff Training Services	6400	4,700,235.34	4,976,513.15	1,937,846.56	632,166.49	500,280.43	0.00	100,180.07	7,385.93	16,456.75	3,194,316.23	64.19%
Instruction Related Technology	6500	6,378,774.33	6,459,559.53	2,179,804.84	736,885.94	2,151,110.34	0.00	31,067.21	155,746.27	0.00	5,254,614.60	81.35%
Board	7100	1,346,152.49	1,343,152.49	325,849.62	153,840.52	290,132.86	0.00	434.20	93.51	22,143.67	792,494.98	59.00%
General Administration	7200	624,575.77	626,075.77	274,962.72	143,555.97	17,114.07	1,155.02	3,437.72	1,154.42	21,091.73	462,491.65	73.87%
School Administration	7300	17,363,431.65	17,617,430.65	11,655,746.39	3,779,638.91	65,898.67	0.00	57,476.78	111,471.31	26,243.95	15,686,476.01	89.10%
Facilities Acquisition and Construction	7400	4,732,141.62	6,444,148.66	882,855.78	299,619.06	451,415.61	3,889.06	11,822.67	685,920.58	695,770.28	3,031,303.04	47.04%
Fiscal Services	7500	1,865,487.68	1,781,310.28	1,025,100.37	322,580.63	23,216.77	0.00	9,705.24	1,885.86	24,087.75	1,406,576.64	78.96%
Food Services	7600	212,821.04	212,821.04	233,651.06	38,785.87	0.00	0.00	0.00	0.00	0.00	272,436.93	128.01%
Central Services	7700	4,702,510.91	4,747,708.16	2,116,267.74	672,450.25	195,506.57	5,910.29	58,515.72	116,724.96	14,144.04	3,179,519.57	66.97%
Pupil Transportation Services	7800	15,522,627.67	15,817,822.71	7,804,531.79	2,474,101.97	477,420.07	1,261,341.48	853,678.96	595,842.32	9,296.20	13,437,212.79	84.95%
Operation of Plant	7900	27,226,090.76	27,758,373.72	6,430,866.66	2,412,665.44	4,812,782.08	5,274,568.75	872,745.07	154,660.38	1,379.46	19,959,657.84	71.90%
Maintenance Of Plant	8100	8,574,000.15	8,635,557.56	3,366,252.62	1,199,708.62	1,448,388.07	143,328.36	962,839.91	196,185.86	13,062.31	7,329,765.75	84.86%
Administrative Technology Svcs	8200	1,746,835.48	1,692,135.48	1,035,212.01	339,273.67	5,516.18	11,807.48	10,827.85	20,767.50	301.89	1,423,806.58	84.14%
Community Services	9100	596,134.90	596,234.90	289,682.26	121,148.66	703.86	0.00	32,260.52	479.98	9,282.92	453,558.18	76.07%
Debt Service	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expense		360,964,286.80	365,129,563.65	166,113,056.74	57,451,712.60	34,810,749.59	6,713,865.17	10,053,514.28	3,806,369.22	2,378,145.17	281,327,412.77	77.05%
Nonspendable Fund Balance	6/30/2024	500,000.00	500,000.00								500,000.00	
Restricted Fund Balance	6/30/2024	5,528,761.83	5,528,761.83								5,528,761.83	
Assigned Fund Balance	6/30/2024	1,886,654.73	1,886,654.73								1,886,654.73	
Unassigned Fund Balance	6/30/2024	17,241,520.00	19,962,557.60								47,594,815.39	
Total Fund Balance	6/30/2024	25,156,936.56	27,877,974.16								55,510,231.95	
Grand Totals		386,121,223.36	393,007,537.81								336,837,644.72	85.71%

CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF REVENUE
07/01/2023 thru 04/30/2024

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sources	District School Taxes	3411	18,409,214.83	18,409,214.83	17,438,434.36	94.73%
Local Sources - Total			18,409,214.83	18,409,214.83	17,438,434.36	
Revenue			18,409,214.83	18,409,214.83	17,438,434.36	
Fund Balance	Fund Balance	2750	9,606,247.17	9,606,247.17	9,606,247.17	100.00%
Fund Balance - Total			9,606,247.17	9,606,247.17	9,606,247.17	
Fund Balance July 1, 2023			9,606,247.17	9,606,247.17	9,606,247.17	
Grand Total			28,015,462.00	28,015,462.00	27,044,681.53	96.53%

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CLAY COUNTY SCHOOL BOARD
GENERAL FUNDS - Additional Millage Fund
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2023 thru 04/30/2024

Expense	Acc#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Energy Services	Mat/Supplies	Cap Outlay	Other Misc	Totals	% OF Budget
Basic FEPP K-12	5100	3,198,434.45	2,900,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Facilities Acquisition & Const	7400	12,205,023.58	12,140,523.58	0.00	0.00	134,069.52	0.00	0.00	4,175,444.20	0.00	4,309,513.72	35.50%
Facilities (Staff Development)	7700	8,800.00	8,800.00	0.00	0.00	467.24	0.00	0.00	0.00	0.00	467.24	5.31%
Pupil Transportation Services	7800	109,736.60	109,736.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00%
Operation Of Plant	7900	5,295,462.24	7,957,610.41	2,518,139.08	1,117,349.08	2,513,292.01	52,471.21	157,251.40	155,937.81	325.00	6,514,765.59	81.87%
Maintenance Of Plant	8100	202,600.77	202,600.77	126,006.00	49,104.82	0.00	0.00	0.00	0.00	0.00	175,110.82	86.43%
Total Expense		21,020,057.64	22,419,271.36	2,644,145.08	1,166,453.90	2,647,828.77	52,471.21	157,251.40	4,331,382.01	325.00	10,999,857.37	49.06%
Restricted Fund Balance	6/30/2024	6,995,404.36	5,596,190.64								16,044,824.16	
Unassigned Fund Balance	6/30/2024	0.00	0.00								0.00	
Total Fund Balance		6,995,404.36	5,596,190.64								16,044,824.16	
Grand Totals		28,015,462.00	28,015,462.00								27,044,681.53	96.53%

CLAY COUNTY SCHOOL BOARD
DEBT SERVICE FUND
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 04/30/2024

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	1,000.00	27,000.00	33,760.15	125.04%
Total Local Sources		1,000.00	27,000.00	33,760.15	
State Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Racing Commission Funds	3341	219,668.76	219,668.76	223,250.00	101.63%
Total State Sources		219,668.76	219,668.76	223,250.00	
Transfers					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Transfer From Capital Projects	3630	6,807,241.00	6,806,143.12	1,975,750.67	29.03%
Total Transfers		6,807,241.00	6,806,143.12	1,975,750.67	
Total REVENUE AND TRANSFERS		7,027,909.76	7,052,811.88	2,232,760.82	31.66%
Fund Balance July 1, 2023		513,770.23	513,770.23	513,770.23	
GRAND TOTAL		7,541,679.99	7,566,582.11	2,746,531.05	36.30%

EXPENDITURES

Debt Service					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Prnc	710	6,135,242.17	6,135,242.17	1,680,242.17	27.39%
Interest	720	875,569.71	875,569.71	515,277.26	58.85%
Dues And Fees	730	16,000.00	16,000.00	9,018.88	56.37%
Total Debt Service		7,026,811.88	7,026,811.88	2,204,538.31	
Total EXPENDITURES		7,026,811.88	7,026,811.88	2,204,538.31	

FUND BALANCE

Fund Balance					
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2024	2750	514,868.11	539,770.23	541,992.74	
GRAND TOTAL		7,541,679.99	7,566,582.11	2,746,531.05	36.30%

CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUNDS
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 04/30/2024

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
District Local Cap Improv Taxes	3413	27,613,822.24	27,613,822.24	26,693,151.59	96.67%
Local Sales Taxes	3418	16,000,000.00	16,000,000.00	12,215,784.48	76.35%
Tax Redemptions	3421	1,000.00	1,000.00	0.00	0.00%
Interest Incl Profit On Investments	3430	1,375.00	1,375.00	1,166,543.78	84,839.55%
Impact Fees	3496	8,804,457.00	10,500,000.00	10,411,561.56	99.16%
Total Local Sources		52,420,654.24	54,116,197.24	50,487,041.41	
Other Financing Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Sale Of Equipment	3733	0.00	0.00	20,020.00	NA
Total OFS		0.00	0.00	20,020.00	
State Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
CO & DS Distribut To District	3321	1,275,000.00	1,275,000.00	0.00	0.00%
Interest On Undistrib CO & DS	3325	25,000.00	25,000.00	0.00	0.00%
Miscellaneous State Revenue	3390	809,718.00	701,906.40	183,015.87	28.07%
Charter Sch Capital Ou Revenue	3397	796,000.00	796,000.00	768,730.00	96.57%
Total State Sources		2,905,718.00	2,797,906.40	951,745.87	
Total REVENUE AND TRANSFERS		55,326,372.24	56,914,103.64	51,458,807.28	90.41%
Fund Balance July 1, 2023		41,300,962.71	41,300,962.71	41,300,962.71	
GRAND TOTAL		96,627,334.95	98,215,066.35	92,759,769.99	94.45%

EXPENDITURES

Debt Service					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Redempt Of Pmc	710	110,035.43	110,035.43	110,035.43	100.00%
Interest	720	2,284.57	2,284.57	2,284.57	100.00%
Dues And Fees	730	0.00	0.00	0.00	0.00%
Total Debt Service		112,320.00	112,320.00	112,320.00	
Gen Sup Srvc					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Books New Library	611	135,000.00	134,957.13	134,957.13	100.00%
Books Exist Library	612	0.00	59,000.00	26,599.90	45.08%
AV Materials \$1,000 and Over	621	0.00	13,559.99	6,343.82	46.78%
AV Materials Less Than \$1,000	622	0.00	15,440.01	11,536.48	74.72%
New Bldgs & Fixed Equipment	630	20,797,439.59	23,771,721.67	7,284,713.90	30.64%
Direct Purchase Bldg & Fixed Equipment	631	3,948,153.17	1,842,308.82	1,623,667.57	98.86%
Equip \$1,000 and Over	641	267,541.16	594,021.44	316,564.64	53.29%
Equip Less Than \$1,000	642	646,946.02	758,339.30	336,698.10	44.40%
Comp Hardware \$1,000 and over	643	600,814.00	529,814.00	79,771.60	15.06%
Comp Hardware Less Than \$1,000	644	1,375,169.58	2,256,300.00	2,100,671.36	93.10%
TechRelated Furniture, Fixtures, Equip \$1,000 & over	648	241,841.00	241,841.00	41,841.00	17.30%
TechRelated Furniture, Fixtures, Equip Less Than \$1,000	649	800,000.00	0.00	0.00	0.00%
School Buses	651	3,118,807.00	3,118,807.00	2,360,943.00	75.70%
Land	660	6,750,000.00	6,501,824.47	6,501,795.75	100.00%
Capitalized Improve Other Than Bldgs	671	7,345,351.57	5,998,359.88	2,091,820.33	34.87%
Noncapitalized Improve Other Than Bldgs	672	6,206,223.02	5,930,594.74	4,111,486.18	69.33%
Direct Purchase Capitalized Improve Other Than	673	0.00	851,702.10	0.00	0.00%
Capitalized Remodeling and Renovations	681	16,002,411.95	14,420,438.65	6,581,356.41	45.64%
Noncapitalized Remdng and Renovations	682	9,180,042.44	11,731,066.49	4,320,218.12	36.83%
Direct Purchase Capitalized Remdng and Ren	683	904,360.00	676,900.00	251,453.37	37.15%
Direct Purchase Noncapitalized Remdng and Ren	684	63,781.00	163,691.37	57,017.92	34.83%
Comp Software \$1,000 and over	691	612,143.20	612,143.20	454,536.00	74.25%
Comp Software Less Than \$1,000	692	975.00	571.67	571.67	100.00%
Charter's Proportionate Share of LCIF Millage Tax Revenue	793	0.00	220,212.27	214,486.56	97.40%
Charter's Proportionate Share of Sales Tax Revenue	795	10,690.43	965,158.15	746,977.72	77.39%
Total Gen Sup Srvc		79,007,690.13	81,208,773.35	39,656,028.33	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Transfers to General Fund	910	5,070,000.00	5,070,000.00	3,268,730.00	64.47%
Transfers to Debt Service Funds for Repayment of COPs De	920	6,806,143.12	6,806,143.12	1,975,750.67	29.03%
Total Xfer Of Funds		11,876,143.12	11,876,143.12	5,244,480.67	
Total EXPENDITURES		90,996,153.25	93,197,236.47	45,012,829.00	48.30%

Fund Balance

Fund Balance June 30, 2024	2750	5,631,181.70	5,017,829.88	47,746,940.99	
GRAND TOTAL		96,627,334.95	98,215,066.35	92,759,769.99	94.45%

CLAY COUNTY SCHOOL BOARD
CAPITAL IMPROVEMENTS FUND - 396
HALF-CENT SALES TAX
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 04/30/2024

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Local Sales Taxes	3418	16,000,000.00	16,000,000.00	12,215,784.48	76.35%
Interest Incl Profit On Investments	3430	1,000.00	1,000.00	796,359.57	79,635.96%
Total Local Sources		16,001,000.00	16,001,000.00	13,012,144.05	
Total REVENUE AND TRANSFERS		16,001,000.00	16,001,000.00	13,012,144.05	81.32%
Fund Balance July 1, 2023		13,151,606.91	13,151,606.91	13,151,606.91	
GRAND TOTAL		29,152,606.91	29,152,606.91	26,163,750.96	89.75%

EXPENDITURES

Gen Sup Srvc					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Bldg & Fixed Equipment	630	914,515.66	789,253.81	654,701.44	82.95%
Equip \$1,000 and Over	641	186,215.08	411,995.36	206,052.74	50.01%
Equip Less Than \$1,000	642	414,121.26	436,625.64	119,381.43	27.34%
Capitalized Improve Other Than Bldgs	671	6,180,000.00	4,936,220.06	1,310,123.81	26.54%
Noncapitalized Improve Other Than Bldgs	672	3,112,237.26	3,764,200.70	2,589,829.30	68.80%
Direct Purchase Capitalized Improve Other Than	673	0.00	851,702.10	0.00	0.00%
Capitalized Remodeling and Renovations	681	11,145,216.72	8,685,135.25	3,900,689.48	44.91%
Noncapitalized Remdng and Renovations	682	4,063,039.38	6,040,302.07	2,112,035.78	34.97%
Direct Purchase Capitalized Remdng and Ren	683	0.00	0.00	0.00	0.00%
Direct Purchase Noncapitalized Remdng and Re	684	63,781.00	163,691.37	57,017.92	34.83%
Charter's Proportionate Share of Sales Tax Reven	795	0.00	929,517.09	741,418.86	79.76%
Total Gen Sup Srvc		26,079,126.36	27,008,643.45	11,691,250.76	
Total EXPENDITURES		26,079,126.36	27,008,643.45	11,691,250.76	43.29%
Fund Balance					
Fund Balance June 30, 2024	2750	3,073,480.55	2,143,963.46	14,472,500.20	
GRAND TOTAL		29,152,606.91	29,152,606.91	26,163,750.96	89.75%

**CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - FOOD SERVICES
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 04/30/2024**

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investments	3430	100,000.00	100,000.00	225,301.30	225.30%
Student Lunches	3451	3,505,185.90	3,505,185.90	2,271,215.35	64.80%
Student Breakfasts	3452	486,817.50	486,817.50	261,239.70	53.66%
Adult Breakfasts/Lunches	3453	1,800.00	1,800.00	42,869.65	2,381.65%
Student A La Carte	3454	1,660,000.00	1,660,000.00	1,592,320.58	95.92%
Miscellaneous Local Sources	3490	5,000.00	5,000.00	54,856.15	1,097.12%
Total Local Sources		5,758,803.40	5,758,803.40	4,447,802.73	

Federal thru Local and State					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Lunch Reimbursement	3261	11,368,719.83	11,368,719.83	9,233,137.59	81.22%
School Breakfast Reimbursement	3262	2,718,319.28	2,718,319.28	1,939,423.40	71.35%
After School Snack Reimb	3263	6,500.00	6,500.00	2,921.49	44.95%
U S D A Donated Commodities	3265	1,600,000.00	1,600,000.00	0.00	0.00%
Cash in Lieu of Donated Foods	3266	5,000.00	5,000.00	0.00	0.00%
Summer Food Service Program	3267	100,000.00	100,000.00	32,071.98	32.07%
Food Service Misc	3269	0.00	939,508.34	943,139.35	100.38%
Total Fed thru Local and State		15,798,539.11	16,738,047.45	12,150,693.81	

State Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
School Breakfast Supplement	3337	60,000.00	60,000.00	35,159.00	58.60%
School Lunch Supplement	3338	85,000.00	85,000.00	50,678.00	59.62%
Total State Sources		145,000.00	145,000.00	85,837.00	
Total REVENUE AND TRANSFERS		21,702,342.51	22,641,850.85	16,684,333.54	
Fund Balance July 1, 2023		9,553,747.67	9,553,747.67	9,553,747.67	
GRAND TOTAL		31,256,090.18	32,195,598.52	26,238,081.21	81.50%

EXPENDITURES

Gen Sup Srvc					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Administrator	110	2,096,059.90	2,096,059.90	1,864,516.92	88.95%
Other Support	160	4,937,777.95	4,937,777.95	4,711,368.05	95.41%
Retirement	210	994,355.28	994,355.28	909,312.87	91.45%
Social Security	220	534,846.38	534,846.38	480,176.52	89.78%
Group Insurance	230	1,644,126.96	1,644,126.96	1,121,160.15	68.19%
Workmans Comp	240	63,833.68	91,833.68	90,793.01	98.87%
Pro & Tech Services	310	0.00	2,000.00	1,579.06	78.95%
Prof Svcs - Substitutes	313	106,500.00	106,500.00	62,759.98	58.93%
Travel-In County	331	6,200.00	9,200.00	5,401.86	58.72%
Travel-Out of County	332	2,500.00	2,500.00	788.95	31.56%
Trvl-Out of State	333	2,500.00	2,500.00	0.00	0.00%
Travel-Reg Fees	334	500.00	500.00	0.00	0.00%
Repairs And Maintenance	350	26,284.04	26,284.04	17,073.14	64.96%
Rentals	360	5,914.93	5,914.93	0.00	0.00%
Leases	367	0.00	3,000.00	2,187.18	72.91%
Tech Rentals	369	48,488.65	48,488.65	39,870.96	82.23%
Stamps	371	15,000.00	15,000.00	9,278.75	61.86%
Wireless Plan	372	100.00	100.00	0.00	0.00%
Cell Phones	378	1,000.00	1,500.00	1,033.97	68.93%
Othr Purch Services	390	107,388.04	103,986.04	21,628.97	20.80%
Printing	391	15,000.00	15,000.00	5,215.72	34.77%
Bottled Gas	420	3,805.47	3,805.47	23.01	0.60%
Electricity	430	156,500.00	160,500.00	107,166.72	66.77%
Gasoline	450	6,000.00	6,000.00	5,595.37	93.26%
Diesel Fuel	460	4,000.00	4,000.00	2,518.19	62.95%
Supplies	510	1,081,267.49	910,336.49	648,142.94	71.20%
Toner/Type Fee	515	13,505.30	13,505.30	4,412.23	32.67%
Tech Supplies	519	867.99	5,867.99	757.81	12.91%
Oil & Grease	540	1,000.00	1,000.00	78.00	7.80%
Repair Parts	550	3,500.00	3,500.00	2,445.05	69.86%
Tires & Tubes	560	500.00	2,502.00	2,167.33	86.62%
Food	570	9,343,453.40	10,445,492.74	8,714,872.87	83.43%
Commodities	580	1,600,000.00	1,571,000.00	0.00	0.00%
AV Met L/T \$1,000	622	50.00	1,050.00	214.37	20.42%
Equip \$1,000 and Over	641	153,220.36	153,220.36	58,115.39	37.93%
Equip L/T \$1,000	642	215,768.06	215,768.06	113,309.43	52.51%
Comp Hdw > \$1,000	643	22,500.00	22,500.00	0.00	0.00%
Cptr Hdw L/T \$1,000	644	50,000.00	50,000.00	11,672.58	23.35%
TechRel FFE L/T \$1,000	649	2,500.00	2,500.00	2,019.90	80.80%
Vehicles	652	0.00	0.00	0.00	0.00%
Capitalized Remodlg	681	295,555.00	295,555.00	163,263.94	55.24%
Non-Capitalized Remodlg/Renovation	682	25,000.00	25,000.00	0.00	0.00%
Software > \$1,000	691	0.00	0.00	0.00	0.00%
Dues And Fees	730	30,400.00	40,400.00	31,771.80	78.64%
Misc Expense/Indirect Cost	792	250,000.00	235,000.00	181,836.93	77.38%
Total Gen Sup Srvc		23,867,768.88	24,809,977.22	19,394,529.92	
Total EXPENDITURES		23,867,768.88	24,809,977.22	19,394,529.92	78.17%
Fund Balance June 30, 2024	2750	7,388,321.30	7,385,621.30	6,843,551.29	
Total Fund Balance		7,388,321.30	7,385,621.30	6,843,551.29	
GRAND TOTAL		31,256,090.18	32,195,598.52	26,238,081.21	81.50%

CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF REVENUE
07/01/2023 thru 04/30/2024

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Federal Direct	Miscellaneous Federal Direct	3199	0.00	421,994.66	379,913.64	90.03%
Federal Direct - Total			0.00	421,994.66	379,913.64	
Fed thru Local and State	Career And Technical Education	3201	320,219.64	420,219.64	293,784.13	69.91%
	Adult General Education	3221	482,064.06	367,563.55	210,518.05	57.27%
	English Literacy And Civics Ed	3222	48,821.30	41,855.30	30,939.91	73.92%
	Title II	3226	1,516,130.85	1,579,766.45	869,837.83	55.06%
	I D E A	3230	9,352,170.31	12,459,170.31	8,123,168.24	65.20%
	Title I - Elem & Secondary Edu	3240	8,601,449.37	9,808,202.00	5,148,814.90	52.49%
	Title III	3241	267,687.89	289,949.26	194,595.19	67.11%
	Twenty-First Century Schools	3242	531,748.77	747,651.03	197,243.64	26.38%
	Other Federal Thru State	3290	173,754.13	888,414.53	80,873.34	9.10%
Federal thru Local and State - Total			21,294,046.32	26,602,792.07	15,149,775.23	
Total			21,294,046.32	27,024,786.73	15,529,688.87	57.46%

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**CLAY COUNTY SCHOOL BOARD
SPECIAL REVENUE FUNDS - OTHER
STATEMENT OF EXPENDITURES AND TRANSFERS**

07/01/2023 thru 04/30/2024

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Eng Services	Mat'l Supplies	Cap Outlay	Other Misc	Totals	% OF Budget
Basic FEFP K-12	5100	6,382,637.07	9,819,654.16	2,078,324.41	727,339.73	178,951.69	0.00	440,397.71	1,888,991.66	10,225.34	5,024,230.54	51.17%
Exceptional	5200	7,029,548.95	8,034,186.77	3,355,714.33	1,267,300.41	127,313.76	0.00	146,523.46	33,780.11	0.00	4,930,632.07	61.37%
Career Technical Education	5300	256,833.84	357,717.84	0.00	(1.59)	5,850.00	0.00	57,992.77	180,528.07	12,824.74	257,193.99	71.90%
Adult General	5400	287,015.47	281,142.85	63,888.19	23,991.73	1,090.80	0.00	612.50	42,780.53	0.00	132,363.75	47.08%
Other Instruction	5900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Student Support Services	6100	1,857,443.97	1,982,700.28	933,758.88	336,511.22	113,668.41	0.00	79,773.62	7,968.81	2,271.41	1,473,942.05	74.34%
Instructional Media	6200	7,000.00	1,500.00	83.33	18.87	0.00	0.00	0.00	0.00	0.00	102.2	6.81%
Inst. & Curric. Dev Services	6300	2,163,524.37	2,223,944.06	1,336,532.67	452,955.94	2,301.05	0.00	477.47	0.00	0.00	1,792,267.13	80.59%
Inst. Staff Training Services	6400	2,562,222.89	3,325,945.54	716,404.30	226,219.74	379,489.01	0.00	35,418.75	116,566.54	6,717.40	1,480,835.74	44.52%
Instruction Related Technology	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
General Administration	7200	674,344.99	814,396.11	0.00	0.00	0.00	0.00	0.00	0.00	388,472.93	388,472.93	47.70%
School Administration	7300	270.48	11,774.10	4,375.21	2,141.63	0.00	0.00	0.00	0.00	0.00	6,516.84	55.35%
Facilities Acquisition and Construction	7400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Food Services	7600	0.00	0.00	0.00	7,881.75	0.00	0.00	0.00	0.00	0.00	7,881.75	0.00%
Central Services	7700	2,437.00	22,069.50	6,260.00	567.19	287.25	0.00	0.00	0.00	0.00	7,114.44	32.24%
Pupil Transportation Services	7800	70,767.29	147,852.20	2,037.44	0.00	24,528.13	0.00	0.00	0.00	0.00	26,565.57	17.97%
Operation Of Plant	7900	0.00	1,903.32	1,192.81	327.98	0.00	0.00	49.08	0.00	0.00	1,569.87	82.48%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expense		21,294,046.32	27,024,786.73	8,498,571.27	3,045,254.60	833,470.10	0.00	761,245.36	1,970,635.72	420,511.82	15,529,686.87	57.46%

CLAY COUNTY SCHOOL BOARD
CARES ACT AND ARP FUNDS - 44X
STATEMENT OF REVENUE
07/01/2023 thru 04/30/2024

		Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Fed thru Local & State	CARES ACT ESSER	3271	17,056,158.93	17,195,689.93	8,444,020.25	49.11%
Fed thru Local & State - Total			17,056,158.93	17,195,689.93	8,444,020.25	
Total			17,056,158.93	17,195,689.93	8,444,020.25	49.11%

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**CLAY COUNTY SCHOOL BOARD
CARES ACT AND ARP FUNDS - 44X
STATEMENT OF EXPENDITURES AND TRANSFERS
07/01/2023 thru 04/30/2024**

Expense	Acct#	Original Budget	Amended Budget	Salaries	Emp Benefits	Purch Services	Eng Services	Matl/Supplies	Cap Outlay	Other Misc.	Totals	% OF Budget
Basic FERP K-12	5100	9,070,426.85	9,670,324.57	763,963.40	83,479.49	660,592.56	0.00	618,763.30	141,001.78	6,707.32	2,274,507.85	23.52%
Exceptional Education	5200	825,076.71	827,855.15	51,324.62	14,689.31	19,580.40	0.00	549,886.31	81,536.31	0.00	717,056.95	86.62%
Career Technical Education	5300	66,139.32	66,139.32	0.00	0.00	0.00	0.00	993.20	68,198.04	0.00	69,191.24	104.61%
Adult General	5400	167.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Voluntary Pre K	5500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other Instruction	5900	4,468.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Student Support Services	6100	330,628.60	227,048.26	269,812.30	75,775.53	2,841.69	350.00	9,801.95	0.00	0.00	358,581.47	157.93%
Instructional Media Services	6200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Inst & Curric Dev Services	6300	151,820.04	158,120.04	9,700.24	3,634.83	218.21	0.00	651.31	0.00	10,412.50	24,617.09	15.57%
Inst. Staff Training Services	6400	1,118,198.95	1,214,680.75	983,011.40	75,917.18	55,053.41	0.00	23,773.06	0.00	0.00	1,137,755.05	93.67%
Instruction Related Technology	6500	0.00	4,353.82	0.00	0.00	0.00	0.00	0.00	4,353.82	0.00	4,353.82	100.00%
Board	7100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
General Administration	7200	531,959.69	510,567.39	0.00	0.00	0.00	0.00	0.00	0.00	81,689.95	81,689.95	16.00%
School Administration	7300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Facilities Acquisition and Construction	7400	4,461,827.36	4,202,180.16	0.00	0.00	0.00	0.00	0.00	3,668,739.66	0.00	3,668,739.66	87.31%
Fiscal Services	7500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Central Services	7700	6,699.55	6,699.55	1,386.00	123.86	0.00	0.00	0.00	0.00	0.00	1,509.86	22.54%
Pupil Transportation Services	7800	486,697.35	305,712.20	85,382.63	18,585.96	0.00	0.00	0.00	0.00	0.00	103,968.59	34.01%
Operation of Plant	7900	2,048.72	2,048.72	0.00	0.00	0.00	0.00	2,048.72	0.00	0.00	2,048.72	100.00%
Maintenance Of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Administrative Technology Svcs	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Total Expense		17,056,158.93	17,195,689.93	2,164,580.59	272,186.16	738,286.27	350.00	1,205,917.85	3,963,889.61	98,809.77	8,444,020.25	49.11%

CLAY COUNTY SCHOOL BOARD
PROPERTY AND CASUALTY SELF INSURANCE FUND 711
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 04/30/2024

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	360,000.00	360,000.00	177,469.23	49.30%
Charges For Services	3481	4,194,899.60	4,194,899.60	2,578,714.64	61.47%
Total Local Sources		4,554,899.60	4,554,899.60	2,756,183.87	
Total REVENUE AND TRANSFERS		4,554,899.60	4,554,899.60	2,756,183.87	60.51%
Fund Balance July 1, 2023		2,478,886.22	2,478,886.22	2,478,886.22	
GRAND TOTAL		7,033,785.82	7,033,785.82	5,235,070.09	74.43%

EXPENDITURES

Gen Sup Srvc					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Workmans Comp Claims	240	1,284,645.36	1,284,645.36	1,057,906.86	82.35%
Pro & Tech Services	310	175,664.67	175,664.67	108,606.00	61.83%
Ins & Bond Premiums/Claims	320	2,114,855.93	2,514,855.93	2,345,031.52	93.25%
Ins & Bond Prem	321	561,608.15	561,608.15	0.00	0.00%
Total Gen Sup Srvc		4,136,774.11	4,536,774.11	3,511,544.38	

Xfer Of Funds

	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Xfer To Gen Fnd	910	(2,000,000.00)	1,000,000.00	0.00	0.00%
Total Xfer Of Funds		(2,000,000.00)	1,000,000.00	0.00	
Total EXPENDITURES		2,136,774.11	5,536,774.11	3,511,544.38	

FUND BALANCE

Fund Balance					
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2024	2750	4,897,011.71	1,497,011.71	1,723,525.71	
GRAND TOTAL		7,033,785.82	7,033,785.82	5,235,070.09	74.43%

CLAY COUNTY SCHOOL BOARD
HEALTH SELF INSURANCE FUND 712
STATEMENT OF REVENUE, EXPENDITURES, AND TRANSFERS
07/01/2023 Thru 4/30/2024

REVENUE AND TRANSFERS

Local Sources					
	Acct #	Original Budget	Amended Budget	Cash Received	% OF COLL
Interest Incl Profit On Investment	3430	78,000.00	78,000.00	38,407.68	49.24%
Charges For Services	3481	34,332,000.00	34,332,000.00	25,031,823.05	72.91%
Miscellaneous Local Sources	3490	150,000.00	150,000.00	149,724.88	99.82%
Total Local Sources		34,560,000.00	34,560,000.00	25,219,955.61	
Total REVENUE AND TRANSFERS		34,560,000.00	34,560,000.00	25,219,955.61	72.97%
Fund Balance July 1, 2023		7,531,320.67	7,531,320.67	7,531,320.67	
GRAND TOTAL		42,091,320.67	42,091,320.67	32,751,276.28	77.81%

EXPENDITURES

Gen Sup Srvc					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Pro & Tech Services (ASO Fee)	310	3,000,000.00	3,000,000.00	1,858,532.27	61.95%
Excess Insurance Premiums	320	1,550,000.00	1,760,000.00	1,452,918.35	82.55%
Insurance Claims (Medical)	322	18,017,210.00	18,017,210.00	16,601,948.10	92.14%
Insurance Claims (Prescriptions)	323	9,000,000.00	13,000,000.00	10,818,238.34	83.22%
Board Stamps	371	3,000.00	3,000.00	2,441.57	81.39%
Total Gen Sup Srvc		31,570,210.00	35,780,210.00	30,734,078.63	

WELLNESS DEPARTMENT					
	Acct #	Original Budget	Amended Budget	Expenditures	% OF EXP
Administrator	110	71,950.00	71,950.00	61,632.40	85.66%
Retirement	210	8,650.00	8,650.00	8,363.57	96.69%
Social Security	220	5,050.00	5,050.00	4,545.21	90.00%
Group Insurance	230	8,650.00	8,650.00	6,454.88	74.62%
Workmans Comp	240	1,300.00	1,300.00	881.18	67.78%
Pro & Tech Serv	310	152,000.00	152,000.00	98,854.00	65.04%
Travel	330	5,000.00	5,000.00	94.00	1.88%
Repairs And Maintenance	350	50.00	83.50	83.50	100.00%
Cell Phone Fee	378	1,000.00	1,000.00	303.05	30.31%
Othr Purch Srvc	390	578,000.00	561,485.12	21,267.76	3.79%
Printing	391	0.00	16.26	16.26	100.00%
Gasoline	450	1,200.00	1,200.00	278.32	23.19%
Supplies	510	5,200.00	7,932.17	7,637.69	96.29%
Oil and Grease	540	0.00	100.00	21.00	21.00%
Repair Parts	550	20.00	25.44	25.44	100.00%
Equip \$1000 Over	641	2,000.00	9,655.00	7,654.68	79.28%
Equip L/T \$1000	642	1,980.00	1,980.00	593.92	30.00%
Computer Hardware L/T \$1000	644	500.00	500.00	0.00	0.00%
Tech Related FFE L/T \$1000	649	500.00	500.00	0.00	0.00%
Vehicles	652	0.00	43,000.00	0.00	0.00%
Dues And Fees	730	800.00	800.00	884.60	110.58%
Sub-Total		843,850.00	880,877.49	219,591.46	
Total EXPENDITURES		32,414,060.00	36,661,087.49	30,953,670.09	84.43%

FUND BALANCE

Fund Balance					
	Acct #	Original Budget	Amended Budget		
Fund Balance June 30, 2024	2750	9,677,260.67	5,430,233.18	1,797,606.19	
GRAND TOTAL		42,091,320.67	42,091,320.67	32,751,276.28	77.81%

VEHICLES APRIL, 2024

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
9010-TRANSPORTATION	\$ 33,032,936.87	\$ 1,858,238.00							\$ 34,891,174.87
TOTAL	\$ 33,032,936.87	\$ 1,858,238.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,891,174.87

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SOFTWARE APRIL, 2024

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0341 CLAY HIGH SCHOOL	\$ 5,599.00								\$ 5,599.00
0431 RIDGEVIEW HIGH	\$ 3,450.00								\$ 3,450.00
0541 RIDEOUT ELEMENTARY	\$ 7,605.95								\$ 7,605.95
0611 OAKLEAF JUNIOR HIGH	\$ 37,921.00								\$ 37,921.00
9008 ADULT COMMUNITY EDUCATION	\$ 1,295.00								\$ 1,295.00
9010 TRANSPORTATION	\$ 37,550.84								\$ 37,550.84
9021 MAINTENANCE	\$ 13,800.00								\$ 13,800.00
9040 INFORMATION & TECH SERVICES	\$ 5,006,636.82								\$ 5,006,636.82
9110 FOOD & NUTRITION SERVICES	\$ 39,100.00								\$ 39,100.00
TOTAL	\$ 5,152,958.61	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,152,958.61

AUDIOVISUAL APRIL, 2024

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0111	BANNERMAN LEARNING CENTER	\$ 2,402.11							\$ 2,402.11
0252	ORANGE PARK HIGH	\$ 9,958.90						\$ 1,510.02	\$ 8,448.88
0311	KEYSTONE HEIGHTS JR/SR HIGH	\$ 3,056.00							\$ 3,056.00
0341	CLAY HIGH SCHOOL	\$ 26,584.42	\$ 12,072.42						\$ 38,656.84
0351	LAKESIDE JUNIOR HIGH	\$ 2,500.82							\$ 2,500.82
0361	ORANGE PARK JUNIOR HIGH	\$ 1,149.00							\$ 1,149.00
0391	MIDDLEBURG HIGH SCHOOL	\$ 18,208.40							\$ 18,208.40
0431	RIDGEVIEW HIGH SCHOOL	\$ 1,293.43	\$ 6,343.62						\$ 7,637.05
0481	LAKE ASBURY JUNIOR HIGH	\$ 11,237.85							\$ 11,237.85
0551	FLEMING ISLAND HIGH SCHOOL	\$ 1,231.99							\$ 1,231.99
0661	OAKLEAF HIGH SCHOOL	\$ 4,855.26							\$ 4,855.26
9005	EXCEPTIONAL STUDENT EDUCATION	\$ 1,900.00							\$ 1,900.00
	TOTAL	\$ 84,378.18	\$ 18,416.04	\$ -	\$ -	\$ -	\$ -	\$ 1,510.02	\$ 101,284.20

FURNITURE/EQUIPMENT APRIL, 2024

LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0020 FL YOUTH CHALLENGE ACADEMY	\$ 8,333.11								\$ 8,333.11
0021 GREEN COVE SPRINGS JUNIOR HIGH	\$ 340,160.21								\$ 340,160.21
0071 CHARLES E BENNETT ELEMENTARY	\$ 173,712.85	\$ 1,629.51							\$ 175,342.36
0111 BANNERMAN LEARNING CENTER	\$ 171,039.53	\$ 3,177.79							\$ 174,217.32
0112 PACE CENTER FOR GIRLS	\$ 1,613.20								\$ 1,613.20
0113 AMI KIDS	\$ 7,461.21								\$ 7,461.21
0201 ORANGE PARK ELEMENTARY	\$ 211,488.34	\$ 1,487.06							\$ 212,975.40
0232 GROVE PARK ELEMENTARY	\$ 260,039.07								\$ 260,039.07
0241 W E CHERRY ELEMENTARY	\$ 201,474.88	\$ 8,886.75				\$ 5,339.46			\$ 215,701.09
0252 ORANGE PARK HIGH	\$ 1,434,225.98	\$ 36,242.37					\$ 46,178.05		\$ 1,424,290.30
0261 DOCTORS INLET ELEMENTARY	\$ 178,361.62								\$ 178,361.62
0271 MIDDLEBURG ELEMENTARY	\$ 257,354.23								\$ 257,354.23
0301 KEYSTONE HEIGHTS ELEMENTARY	\$ 310,633.26	\$ 9,235.28				\$ 1,551.00			\$ 318,317.54
0311 KEYSTONE HEIGHTS JR/SR HIGH	\$ 768,514.93	\$ 6,522.49							\$ 775,037.42
0331 S BRYAN JENNINGS ELEMENTARY	\$ 165,956.17								\$ 165,956.17
0341 CLAY HIGH SCHOOL	\$ 1,041,439.24	\$ 7,629.43					\$ 11,362.18		\$ 1,037,706.49
0351 LAKESIDE JUNIOR HIGH	\$ 418,356.18	\$ 6,235.58				\$ 2,374.90			\$ 422,216.86
0352 LAKESIDE ELEMENTARY	\$ 262,948.16	\$ 8,147.55							\$ 271,095.71
0361 ORANGE PARK JUNIOR HIGH	\$ 516,838.97	\$ 1,048.95							\$ 517,887.92
0371 WILKINSON JUNIOR HIGH	\$ 604,170.54								\$ 604,170.54
0381 MONTCLAIR ELEMENTARY	\$ 190,622.67								\$ 190,622.67
0391 MIDDLEBURG HIGH SCHOOL	\$ 1,338,016.04	\$ 11,894.84				\$ 9,536.33		\$ 2,511.90	\$ 1,337,862.65
0401 RIDGEVIEW ELEMENTARY	\$ 319,928.68								\$ 319,928.68
0411 CLAY HILL ELEMENTARY	\$ 282,181.06								\$ 282,181.06
0431 RIDGEVIEW HIGH SCHOOL	\$ 1,143,558.06	\$ 17,731.62							\$ 1,161,289.68
0451 LAKE ASBURY ELEMENTARY	\$ 174,541.74	\$ 11,980.66		\$ 1,288.53		\$ 3,987.00			\$ 183,823.93
0471 ROBERT M PATERSON ELEMENTARY	\$ 195,575.31								\$ 195,575.31
0481 LAKE ASBURY JUNIOR HIGH	\$ 635,752.72	\$ 18,195.98				\$ 3,987.00			\$ 657,935.70
0491 WILKINSON ELEMENTARY	\$ 375,353.67	\$ 12,411.60							\$ 387,765.27
0501 TYNES ELEMENTARY	\$ 291,889.55	\$ 3,032.72							\$ 294,922.27
0511 MCRAE ELEMENTARY	\$ 286,563.00	\$ 2,244.70							\$ 288,807.70
0521 FLEMING ISLAND ELEMENTARY	\$ 166,190.90								\$ 166,190.90
0531 THUNDERBOLT ELEMENTARY	\$ 235,495.89								\$ 235,495.89
0541 RIDEOUT ELEMENTARY	\$ 207,934.80	\$ 2,167.10				\$ 1,578.75			\$ 210,101.90
0551 FLEMING ISLAND HIGH SCHOOL	\$ 1,310,474.94	\$ 49,793.44			\$ 2,374.90				\$ 1,362,643.28
0571 SWIMMING PEN CREEK ELEMENTARY	\$ 149,363.12								\$ 149,363.12
0591 ARGYLE ELEMENTARY SCHOOL	\$ 154,859.08	\$ 19,844.61							\$ 174,703.69
0601 COPPERGATE ELEMENTARY	\$ 268,618.53								\$ 268,618.53
0611 OAKLEAF JUNIOR HIGH	\$ 519,864.32	\$ 6,565.22							\$ 526,429.54
0621 OAKLEAF VILLAGE ELEMENTARY	\$ 273,523.82	\$ 7,843.22							\$ 281,367.04
0631 SHADOWLAWN ELEMENTARY	\$ 189,675.92					\$ 5,339.46			\$ 184,336.46
0641 DISCOVERY OAKS ELEMENTARY	\$ 651,707.62								\$ 651,707.62

FURNITURE/EQUIPMENT APRIL, 2024

	LOCATION	BEG BALANCE	NEW PURCHASE	VALUE ADD	OTHER	REINSTATED	TRANSFER IN	TRANSFER OUT	DELETIONS	ENDING BALANCE
0651	PLANTATION OAKS ELEMENTARY	\$ 602,660.70								\$ 602,660.70
0661	OAKLEAF HIGH SCHOOL	\$ 1,474,326.09	\$ 16,130.83				\$ 3,146.77	\$ 3,146.77	\$ 11,980.00	\$ 1,478,476.92
0671	SPRING PARK ELEMENTARY	\$ 737,773.34	\$ 5,750.00							\$ 743,523.34
0677	ST JOHNS CLASSICAL ACADEMY OP	\$ 1,613.20								\$ 1,613.20
0769	ST JOHNS COUNTRY DAY	\$ 11,345.00								\$ 11,345.00
0824	GRACE EPISCOPAL	\$ 1,098.69								\$ 1,098.69
1409	ANNUNCIATION CATHOLIC SCHOOL	\$ 1,059.00								\$ 1,059.00
3460	BROACH OF ORANGE PARK	\$ 1,081.99								\$ 1,081.99
7005	CLAY VIRTUAL ACADEMY	\$ 13,717.48								\$ 13,717.48
9000	SCHOOL BOARD	\$ 16,515.41								\$ 16,515.41
9002	CAREER & TECHNICAL EDUCATION	\$ 24,349.78								\$ 24,349.78
9003	INSTRUCTIONAL RESOURCES	\$ 51,255.81							\$ 6,255.00	\$ 45,000.81
9004	CLIMATE & CULTURE	\$ 77,561.29	\$ 8,635.20							\$ 86,196.49
9005	EXCEPTIONAL STUDENT EDUCATION	\$ 171,933.55					\$ 3,129.75		\$ 5,930.97	\$ 169,132.33
9006	DEPT OF ELEMENTARY EDUCATION	\$ 37,735.41								\$ 37,735.41
9007	K12 ACADEMIC SERVICES	\$ 5,946.87								\$ 5,946.87
9008	ADULT COMMUNITY EDUCATION	\$ 115,068.23								\$ 115,068.23
9009	PROFESSIONAL DEVELOPMENT	\$ 112,624.51								\$ 112,624.51
9010	TRANSPORTATION	\$ 595,172.86	\$ 6,450.00							\$ 601,622.86
9015	READING & EARLY LITERACY	\$ 25,760.73								\$ 25,760.73
9016	SUPERINTENDENT	\$ 40,077.03								\$ 40,077.03
9020	OPERATIONS	\$ 51,428.08								\$ 51,428.08
9021	MAINTENANCE DEPARTMENT	\$ 732,824.54					\$ 8,487.57	\$ 7,046.00	\$ 6,035.85	\$ 728,230.26
9022	SAFETY & SECURITY	\$ 180,898.58								\$ 180,898.58
9023	FACILITY PLANNING & CONSTRUCT	\$ 63,532.52								\$ 63,532.52
9024	CODE ENFORCEMENT	\$ 5,913.23								\$ 5,913.23
9025	SCHOOL POLICE DEPARTMENT	\$ 333,476.42								\$ 333,476.42
9030	PRINT CENTER	\$ 59,232.86								\$ 59,232.86
9040	INFORMATION & TECH SERVICES	\$ 1,404,789.68	\$ 6,524.90						\$ 25,208.91	\$ 1,386,105.67
9050	BUSINESS AFFAIRS DIVISION	\$ 148,432.36							\$ 1,835.40	\$ 146,596.96
9060	HUMAN RESOURCES	\$ 70,964.82							\$ 12,113.59	\$ 58,851.23
9106	TITLE 1	\$ 22,930.08							\$ 1,219.97	\$ 21,710.11
9110	FOOD & NUTRITION SERVICES	\$ 211,015.80					\$ 19,729.10	\$ 11,634.34		\$ 219,110.56
9111	CURRICULUM & INSTRUCTION	\$ 22,539.83								\$ 22,539.83
9113	TEACHER TRAINING CENTER FIIH	\$ 17,818.37								\$ 17,818.37
9114	TEACHER LEARNING CENTER OPHS	\$ 2,662.45								\$ 2,662.45
9252	SEDNET	\$ 26,306.15								\$ 26,306.15
	TOTAL	\$ 24,169,255.86	\$ 297,439.40	\$ -	\$ 1,288.53	\$ -	\$ 46,194.55	\$ 46,194.55	\$ 130,631.82	\$ 24,337,351.97

\$1,288.53 ADDED VISA ASSET - LAE - OTHER- PAGE 11 GLFLTR
 -\$463.06 NON ASSET WILL RECONCILE WHEN THE ASSET IS PAID - PAGE 21 GLFLTR
 -\$4,204.56 DELETED POTENTIAL ASSETS - ITEMS RETURNED TO VENDOR

\$50,000 - \$100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report

All applicable Contracts prior to Contract #240158 have been added to the list.

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR	FUNDING SOURCE
<u>240109</u>	S Legutko	9050	\$58,500.00	N/A	Greenberg Traurig, P. A. - Bond Counsel	Debt Service Closing Costs
<u>240084</u>	J Mescall S Legutko L Addison	9050 9023	\$53,729.51 \$54,244.69	P2405873	PowerSchool "New" ERP Application Managed Services (9050) PowerSchool "New" Predictive Enrollment Analytics (9023)	General Fund
<u>240079</u>	D Broskie	9000	\$60,000+ (\$5,000 per month + travel/etc. over \$500 a month needs prior approval)	P2405622	The Southern Group (Lobbying)	General Fund
<u>240004</u>	R Widdowson	9106	\$74,508.36	P2403207	Houghton Mifflin Math 180	ESSER III - American Rescue Plan (ARP) Act Funds
<u>240044</u>	M Sanders	9005	\$78,000.00	P2404855	McCoy Institute - Audiological Services	General Fund
<u>240058</u>	R Widdowson	9106	\$67,500.00	P2404402	Imagine Language & Literacy License	Educational Enrichment Allocation
<u>230179</u>	H McDonald	9004	\$52,800.00	P2400863	Clay Behavioral (RVE, MBE, KHE, MRE, WES, CHE, CEB)	Mental Health Categorical
<u>230154</u>	H Teto	9006	\$59,360.00	P2310132	QuaverEd, inc.	ESSER II CRRSA ACT Funds
<u>230121</u>	T Pickett	9007	Based on Student Enrollment Estimate under \$50,000	Pending Student Enrollment (P2404508)	University of Florida (Dual Enrollment)	General Fund

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

C17 - Budget Amendment Report for April, 2024

Description

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes as outlined in the attached statements.

Gap Analysis

The monthly budget amendment show compliance to the district's amended budget as of the month end reported and meet State and School Board financial reporting requirements.

Previous Outcomes

Reported as per Florida State Board of Education Administrative Rule 6A-1.006.

Expected Outcomes

The monthly budget amendment is provided to meet the stewardship responsibilities of the district for reporting and accountability of the district's budget.

Strategic Plan Goal

Goal: 2: Strategy 2.4; Ensure effective and efficient use of resources for fiscal stability.

Recommendation

Approval of the Budget Amendments for April 2024 as presented.

Contact

Dr. Susan M. Legutko, Assistant Superintendent for Business Affairs

Financial Impact

See attached statements for a complete analysis of the financial impact.

Review Comments

Attachments

[23-24 Budget Amendments April 2024.pdf](#)



CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

Erin Skipper, District 1
 Mary Bolla, District 2
 Beth Clark, District 3
 Michele Hanson, District 4
 Ashley Gilhousen, District 5

CLAY COUNTY SCHOOLS RESOLUTION TO AMEND DISTRICT BUDGET FISCAL YEAR 2023-2024 FOR MONTH ENDING APRIL 30, 2024

Florida State Board of Education Administrative Rule 6A-1.006 requires that the School Board approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board form are changed from the original budget approved by the School Board. The Budget Amendments are procedurally necessary to update our budget to reflect changes outlined in the attached statements.

FUND	DESCRIPTION
GENERAL FUND (100)	THE GENERAL FUND IS THE LARGEST FUND WITHIN THE ACCOUNTING STRUCTURE OF THE SCHOOL DISTRICT. THIS FUND IS USED TO REPORT THE DISTRICT'S DAILY, MONTHLY AND ANNUAL FINANCIAL OPERATIONS OF THE SCHOOLS AND DISTRICT OFFICE.
GENERAL FUND VOTED MILLAGE (105)	THE VOTED MILLAGE FUND ARE FUNDS APPROVED BY THE CLAY COUNTY VOTERS TO SUPPORT SAFETY AND SECURITY AND OTHER OPERATIONAL EXPENDITURES.
DEBT SERVICE (2XX)	DEBT SERVICE FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR THE DISTRICT'S PRINCIPAL AND INTEREST PAYMENTS FOR ITS OUTSTANDING DEBT.
CAPITAL PROJECTS FUND(3XX)	CAPITAL PROJECT FUNDS ARE USED TO ACCOUNT FOR AND REPORT FINANCIAL RESOURCES THAT ARE RESTRICTED, COMMITTED, OR ASSIGNED TO EXPENDITURES FOR MAJOR CAPITAL OUTLAYS, INCLUDING THE ACQUISITION OR CONSTRUCTION OF CAPITAL FACILITIES AND THEIR CAPITAL ASSETS.
SPECIAL REVENUE FOOD SERVICE (410)	SPECIAL REVENUE FUNDS, FOOD SERVICES ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC REVENUE SOURCES THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE FOOD SERVICES OPERATIONS.
SPECIAL REVENUE OTHER (420,44X)	SPECIAL REVENUE FUNDS, OTHER ARE USED TO ACCOUNT FOR AND REPORT THE PROCEEDS OF SPECIFIC FEDERAL REVENUE SUCH AS TITLE I, TITLE II, TITLE III, CARES ACT FUNDING THAT ARE RESTRICTED OR COMMITTED TO EXPENDITURES FOR THE SPECIFIC PROGRAM.



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

GENERAL FUND

FUND 100

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2023-2024
GENERAL FUND REVENUE
FUND 100
Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3120	Federal Impact Funds	\$500,000	\$500,000	\$0	\$500,000
3190	Other Federal Direct	\$375,000	\$375,000	\$0	\$375,000
3202	Medicaid	\$2,000,000	\$2,000,000	\$0	\$2,000,000
3280	Federal Through Local Revenue	\$350,000	\$332,832	\$0	\$332,832
3290	Other Federal Thru State	\$0	\$0	\$0	\$0
3310	Florida Educ Finance Program	\$230,527,297	\$232,467,230	\$0	\$232,467,230
3315	Workforce Development	\$904,441	\$904,441	\$0	\$904,441
3317	Workforce Performance Incentiv	\$0	\$0	\$0	\$0
3320	State Auto License CO and DS	\$22,000	\$22,000	\$0	\$22,000
3340	Other State Revenues	\$40,000	\$40,000	\$0	\$40,000
3350	Other Categorical	\$37,159,379	\$37,159,379	\$0	\$37,159,379
3360	School Recognition	\$0	\$0	\$0	\$0
3370	VPK	\$600,000	\$600,000	\$0	\$600,000
3380	State Revenues Thru Local	\$139,348	\$274,180	\$80,000	\$354,180
3390	Miscellaneous State Revenues	\$859,692	\$3,065,705	\$294,998	\$3,360,703
3410	Taxes	\$71,899,575	\$71,899,575	\$0	\$71,899,575
3421	Tax Redemptions	\$1,000,000	\$1,000,000	\$0	\$1,000,000
3425	Rent	\$600,000	\$600,000	\$0	\$600,000
3430	Interest Incl Profit On Inves	\$1,000,000	\$1,000,000	\$0	\$1,000,000
3440	Gifts Grants & Bequests	\$241,602	\$302,391	\$2,637	\$305,028
3460	Student Fees	\$68,620	\$90,192	\$1,124	\$91,316
3470	Other Fees	\$541,172	\$541,172	\$0	\$541,172
3490	Misc Local Resources	\$3,456,094	\$3,724,739	\$7,223	\$3,731,961
3630	Transfer From Capital Projects	\$5,070,000	\$5,070,000	\$0	\$5,070,000
3670	Transfer From Internal Srvc FD	\$1,000,000	\$1,000,000	\$0	\$1,000,000
3731	Sale of Land	\$0	\$0	\$0	\$0
3733	Sale of Capital Asset	\$100,000	\$100,000	\$0	\$100,000
3740	Insurance Loss Recoveries	\$22,574	\$22,574	\$0	\$22,574
Revenue - Totals		\$358,476,794	\$363,091,410	\$385,982	\$363,477,391

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2023-2024
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
5000	Instruction				
100	Salaries	\$146,317,018	\$145,334,555	\$81,432	\$145,415,986
200	Employee Benefits	\$45,761,748	\$45,944,296	\$1,498	\$45,945,794
300	Purchased Services	\$28,637,959	\$28,345,678	\$165,684	\$28,511,361
400	Energy Services	\$11,016	\$13,679	(\$27)	\$13,652
500	Material and Supplies	\$12,992,674	\$11,975,110	\$230,960	\$12,206,065
600	Capital Outlay	\$1,227,812	\$2,545,620	\$233,429	\$2,779,045
700	Other	\$1,318,135	\$1,959,509	\$238,455	\$2,197,964
Total Expenses Function 5000		\$236,266,362	\$236,118,446	\$951,431	\$237,069,868
Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
6100	Pupil Personnel Services				
100	Salaries	\$12,899,232	\$12,935,577	(\$900)	\$12,934,677
200	Employee Benefits	\$4,491,047	\$4,495,670	(\$745)	\$4,494,924
300	Purchased Services	\$1,077,941	\$1,068,488	\$9,098	\$1,077,586
400	Energy Services	\$4,000	\$4,000	\$0	\$4,000
500	Material and Supplies	\$199,147	\$211,799	(\$4,148)	\$207,652
600	Capital Outlay	\$374,689	\$388,233	(\$1,246)	\$386,986
700	Other	\$49,900	\$50,313	\$0	\$50,313
6110	Social Work				
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
6120	Guidance Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
6130	Health Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$188,160	\$0	\$188,160
500	Material and Supplies	\$0	\$0	\$0	\$0
6140	Psychological Services				
300	Purchased Services	\$2,000	\$2,000	\$0	\$2,000
6150	Parent Involvement				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$420	\$0	\$420
500	Material and Supplies	\$478	\$478	\$0	\$478
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$0	\$0	\$0
6190	Guidance Administration				
100	Salaries	\$60,392	\$60,392	\$0	\$60,392
200	Employee Benefits	\$19,449	\$19,449	\$0	\$19,449
6200	Instructional Media				
100	Salaries	\$3,205,431	\$3,205,431	\$0	\$3,205,431
200	Employee Benefits	\$1,270,287	\$1,270,287	\$0	\$1,270,287

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2023-2024
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
300	Purchased Services	\$244,428	\$232,974	(\$644)	\$232,330
500	Material and Supplies	\$103,199	\$95,496	(\$1,337)	\$94,159
600	Capital Outlay	\$207,379	\$227,929	\$3,553	\$231,484
700	Other	\$2,375	\$2,450	(\$1,100)	\$1,350
6300	Inst & Curric Dev Services				
100	Salaries	\$3,307,824	\$3,307,994	\$0	\$3,307,994
200	Employee Benefits	\$1,115,086	\$1,121,802	\$0	\$1,121,802
300	Purchased Services	\$247,815	\$242,155	(\$10,000)	\$232,155
400	Energy Services	\$700	\$700	\$0	\$700
500	Material and Supplies	\$123,475	\$122,348	(\$1,620)	\$120,728
600	Capital Outlay	\$75,137	\$74,427	(\$3,300)	\$71,127
700	Other	\$22,700	\$22,003	\$0	\$22,003
6400	Inst Staff Training Services				
100	Salaries	\$2,800,883	\$2,812,613	\$9,748	\$2,822,361
200	Employee Benefits	\$839,470	\$845,871	(\$23)	\$845,848
300	Purchased Services	\$558,321	\$848,483	\$16,275	\$864,758
500	Material and Supplies	\$294,730	\$410,833	\$1,310	\$412,143
600	Capital Outlay	\$19,532	\$19,882	\$0	\$19,882
700	Other	\$187,300	\$197,692	(\$169,575)	\$28,117
6500	Instruction Related Technology				
100	Salaries	\$2,314,026	\$2,314,026	\$0	\$2,314,026
200	Employee Benefits	\$896,602	\$896,602	\$0	\$896,602
300	Purchased Services	\$2,814,643	\$2,892,229	(\$1,500)	\$2,890,729
500	Material and Supplies	\$114,586	\$119,586	\$0	\$119,586
600	Capital Outlay	\$238,918	\$233,918	\$0	\$233,918
7100	Board				
100	Salaries	\$402,241	\$402,241	\$0	\$402,241
200	Employee Benefits	\$157,599	\$157,599	\$0	\$157,599
300	Purchased Services	\$750,988	\$749,929	\$0	\$749,929
500	Material and Supplies	\$4,825	\$4,825	(\$94)	\$4,731
600	Capital Outlay	\$1,500	\$1,500	\$94	\$1,594
700	Other	\$31,000	\$32,059	(\$5,000)	\$27,059
7200	General Administration				
100	Salaries	\$382,757	\$382,757	\$0	\$382,757
200	Employee Benefits	\$178,205	\$178,205	\$0	\$178,205
300	Purchased Services	\$34,163	\$34,163	\$0	\$34,163
400	Energy Services	\$1,000	\$1,000	\$0	\$1,000
500	Material and Supplies	\$5,200	\$6,700	\$0	\$6,700
600	Capital Outlay	\$3,217	\$2,371	\$0	\$2,371
700	Other	\$20,033	\$20,879	\$0	\$20,879
7300	School Administration				
100	Salaries	\$12,549,102	\$12,598,487	(\$375)	\$12,598,112
200	Employee Benefits	\$4,452,305	\$4,542,655	\$0	\$4,542,655
300	Purchased Services	\$99,586	\$146,910	\$4,741	\$151,651
400	Energy Services	\$0	\$0	\$0	\$0

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR -2023-2024
GENERAL FUND EXPENSES
FUND 100
Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
500	Material and Supplies	\$137,823	\$120,241	(\$8,363)	\$111,877
600	Capital Outlay	\$89,047	\$121,579	\$10,540	\$132,119
700	Other	\$35,568	\$42,884	\$907	\$43,792
7400	Facilities Aquisition & Const				
100	Salaries	\$950,066	\$950,066	\$0	\$950,066
200	Employee Benefits	\$347,708	\$347,708	\$0	\$347,708
300	Purchased Services	\$1,752,969	\$1,775,570	(\$81,264)	\$1,694,306
400	Energy Services	\$4,600	\$4,600	\$0	\$4,600
500	Material and Supplies	\$22,588	\$27,788	\$0	\$27,788
600	Capital Outlay	\$1,651,910	\$3,087,084	\$72,531	\$3,159,615
700	Other	\$2,300	\$2,300	\$0	\$2,300
7500	Fiscal Services				
100	Salaries	\$1,153,708	\$1,153,708	\$0	\$1,153,708
200	Employee Benefits	\$379,024	\$379,024	\$0	\$379,024
300	Purchased Services	\$305,940	\$236,349	(\$15,000)	\$221,349
500	Material and Supplies	\$15,638	\$14,346	\$0	\$14,346
600	Capital Outlay	\$8,337	\$10,033	\$0	\$10,033
700	Other	\$2,850	\$2,850	\$0	\$2,850
7600	Food Services				
100	Salaries	\$156,932	\$156,932	\$0	\$156,932
200	Employee Benefits	\$55,890	\$55,890	\$0	\$55,890
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$0	\$0	\$0
7700	Central Services				
100	Salaries	\$2,483,381	\$2,504,000	\$0	\$2,504,000
200	Employee Benefits	\$927,927	\$928,960	\$0	\$928,960
300	Purchased Services	\$610,920	\$639,385	\$3,039	\$642,424
400	Energy Services	\$7,362	\$7,762	\$0	\$7,762
500	Material and Supplies	\$83,871	\$85,171	\$12,600	\$97,771
600	Capital Outlay	\$506,883	\$504,415	(\$10,600)	\$493,815
700	Other	\$82,168	\$82,608	\$50	\$82,658
7800	Pupil Transportation Services				
100	Salaries	\$7,931,683	\$7,931,683	\$2,428	\$7,934,111
200	Employee Benefits	\$2,902,434	\$2,902,434	\$273	\$2,902,706
300	Purchased Services	\$614,681	\$754,289	\$2,696	\$756,985
400	Energy Services	\$1,998,913	\$1,969,913	\$300	\$1,970,213
500	Material and Supplies	\$1,182,525	\$1,161,860	(\$7,746)	\$1,154,114
600	Capital Outlay	\$880,632	\$1,080,947	\$4,421	\$1,085,368
700	Other	\$11,760	\$11,820	\$0	\$11,820
7900	Operation Of Plant				
100	Salaries	\$6,686,269	\$6,740,257	\$0	\$6,740,257
200	Employee Benefits	\$2,907,565	\$2,960,795	\$0	\$2,960,795
300	Purchased Services	\$8,428,403	\$8,533,042	(\$36,347)	\$8,496,695
400	Energy Services	\$8,139,382	\$8,141,005	(\$1,371)	\$8,139,634
500	Material and Supplies	\$828,040	\$1,005,592	(\$649)	\$1,004,943

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR -2023-2024
 GENERAL FUND EXPENSES
 FUND 100
 Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
600	Capital Outlay	\$235,433	\$305,572	\$65,974	\$371,548
700	Other	\$1,000	\$1,098	\$5	\$1,103
8100	Maintenance Of Plant				
100	Salaries	\$3,774,397	\$3,774,397	\$0	\$3,774,397
200	Employee Benefits	\$1,462,086	\$1,462,086	\$0	\$1,462,086
300	Purchased Services	\$1,638,872	\$1,605,430	\$44,000	\$1,649,430
400	Energy Services	\$163,566	\$163,566	\$0	\$163,566
500	Material and Supplies	\$1,132,149	\$1,112,149	\$35,000	\$1,147,149
600	Capital Outlay	\$387,930	\$447,930	(\$44,000)	\$403,930
700	Other	\$15,000	\$15,000	\$0	\$15,000
8200	Administrative Technology Svcs				
100	Salaries	\$1,185,307	\$1,185,307	\$0	\$1,185,307
200	Employee Benefits	\$438,333	\$438,333	\$0	\$438,333
300	Purchased Services	\$9,700	\$9,700	\$0	\$9,700
400	Energy Services	\$8,500	\$9,500	\$0	\$9,500
500	Material and Supplies	\$18,275	\$18,275	\$0	\$18,275
600	Capital Outlay	\$85,720	\$25,720	\$0	\$25,720
700	Other	\$1,000	\$1,000	\$0	\$1,000
9100	Community Services				
100	Salaries	\$360,025	\$359,425	\$0	\$359,425
200	Employee Benefits	\$142,349	\$142,349	\$0	\$142,349
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$74,776	\$76,281	\$500	\$76,781
600	Capital Outlay	\$800	\$800	\$0	\$800
700	Other	\$18,185	\$17,380	(\$500)	\$16,880
9200	Debt Service				
700	Other	\$0	\$0	\$0	\$0
Total Expenses Function 6000 to 9900		\$124,697,939	\$127,811,175	(\$107,364)	\$127,703,814



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024
GENERAL FUND – ONE MILL
FUND 105

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2023-2024
ONE MILL
FUND 105
 Month Ending March 31, 2024

Function	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
3400	Revenue from Local Sources				
000	Revenue	\$18,409,215	\$18,409,215	\$0	\$18,409,215
	Revenue		\$0		
Total Revenue		\$18,409,215	\$18,409,215	\$0	\$18,409,215
5100	Basic FEFP K-12				
200	Employee Benefits	\$2,000,000	\$2,000,000	\$0	\$2,000,000
300	Purchased Services	\$1,198,434	\$0	\$0	\$0
7400	Facilities Aquisition & Const				
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$134,070	\$134,070	\$0	\$134,070
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$12,070,956	\$11,975,954	\$0	\$11,975,954
7700	Central Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$8,800	\$8,800	\$0	\$8,800
7800	Pupil Transportation Services				
600	Capital Outlay	\$109,737	\$109,737	\$0	\$109,737
7900	Operation Of Plant				
100	Salaries	\$2,733,860	\$2,733,849	\$0	\$2,733,849
200	Employee Benefits	\$1,311,960	\$1,311,961	\$0	\$1,311,961
300	Purchased Services	\$859,887	\$3,425,035	\$3,000	\$3,428,035
400	Energy Services	\$53,000	\$53,000	(\$3,000)	\$50,000
500	Material and Supplies	\$136,561	\$227,811	\$0	\$227,811
600	Capital Outlay	\$198,705	\$204,455	\$0	\$204,455
700	Other	\$1,500	\$1,500	\$0	\$1,500
8100	Maintenance Of Plant				
100	Salaries	\$145,763	\$145,763	\$0	\$145,763
200	Employee Benefits	\$56,838	\$56,838	\$0	\$56,838
Total Expenses		\$21,020,071	\$22,388,771	\$0	\$22,388,771



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

DEBT SERVICE

FUND 2XX

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 DEBT SERVICE
 FUND 2XX
 Month Ending March 31, 2024

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
222	3340	Other State Revenues	000	Revenue	\$219,669	\$219,669	\$0	\$219,669
	3430	Interest Incl Profit On Inves	000	Revenue	\$1,000	\$1,000	\$0	\$1,000
290	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$2,000	\$0	\$2,000
	3630	Transfer From Capital Projects	000	Revenue	\$368,177	\$368,177	\$0	\$368,177
292	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$20,000	\$0	\$20,000
	3630	Transfer From Capital Projects	000	Revenue	\$3,936,863	\$3,936,863	\$0	\$3,936,863
293	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$4,000	\$0	\$4,000
	3630	Transfer From Capital Projects	000	Revenue	\$885,544	\$885,544	\$0	\$885,544
299	3630	Transfer From Capital Projects	000	Revenue	\$1,615,559	\$1,615,559	\$0	\$1,615,559
Total Revenue					\$7,026,812	\$7,052,812	\$0	\$7,052,812
210	9200	Debt Service	710	Redemption of Principal	\$0	\$0	\$0	\$0
			720	Interest	\$0	\$0	\$0	\$0
			730	Dues and Fees	\$0	\$0	\$0	\$0
222	9200	Debt Service	710	Redemption of Principal	\$145,000	\$145,000	\$0	\$145,000
			720	Interest	\$74,669	\$74,669	\$0	\$74,669
			730	Dues and Fees	\$1,000	\$1,000	\$0	\$1,000
290	9200	Debt Service	710	Redemption of Principal	\$351,000	\$351,000	\$0	\$351,000
			720	Interest	\$12,177	\$12,177	\$0	\$12,177
			730	Dues and Fees	\$5,000	\$5,000	\$0	\$5,000
292	9200	Debt Service	710	Redemption of Principal	\$3,500,000	\$3,500,000	\$0	\$3,500,000
			720	Interest	\$431,863	\$431,863	\$0	\$431,863
			730	Dues and Fees	\$5,000	\$5,000	\$0	\$5,000
293	9200	Debt Service	710	Redemption of Principal	\$604,000	\$604,000	\$0	\$604,000
			720	Interest	\$276,544	\$276,544	\$0	\$276,544
			730	Dues and Fees	\$5,000	\$5,000	\$0	\$5,000
298	9200	Debt Service	730	Dues and Fees	\$0	\$0	\$0	\$0
299	9200	Debt Service	710	Redemption of Principal	\$1,535,242	\$1,535,242	\$0	\$1,535,242
			720	Interest	\$80,317	\$80,317	\$0	\$80,317
			730	Dues and Fees	\$0	\$0	\$0	\$0
Total Expenses					\$7,026,812	\$7,026,812	\$0	\$7,026,812



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

CAPITAL PROJECTS

FUND 3XX

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 CAPITAL PROJECTS
 FUND 3XX
 Month Ending March 31, 2024

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
340	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
360	3320	State Auto License CO and DS	000	Revenue	\$1,300,000	\$1,300,000	\$0	\$1,300,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
370	3410	Taxes	000	Revenue	\$27,613,822	\$27,613,822	\$0	\$27,613,822
	3421	Tax Redemptions	000	Revenue	\$1,000	\$1,000	\$0	\$1,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
	3733	Sale of Capital Asset	000	Revenue	\$0	\$0	\$0	\$0
380	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
	3490	Misc Local Resources	000	Revenue	\$8,804,457	\$8,804,457	\$0	\$8,804,457
391	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
392	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
394	3390	Miscellaneous State Revenues	000	Revenue	\$0	\$0	\$0	\$0
	3397	Charter School Capital Outlay	000	Revenue	\$796,000	\$796,000	\$0	\$796,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$375	\$375	\$0	\$375
395	3390	Miscellaneous State Revenues	000	Revenue	\$46,500	\$46,500	\$0	\$46,500
	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
398	3390	Miscellaneous State Revenues	000	Revenue	\$0	\$197,300	\$0	\$197,300
399	3390	Miscellaneous State Revenues	000	Revenue	\$263,218	\$458,106	\$0	\$458,106
	3430	Interest Incl Profit On Inves	000	Revenue	\$0	\$0	\$0	\$0
Total Revenue					\$38,825,372	\$39,217,561	\$0	\$39,217,561
340	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
360	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$1,973,276	\$1,973,276	\$0	\$1,973,276
			640	Furniture Fixtures & Equipment	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	9200	Debt Service	730	Dues and Fees	\$0	\$0	\$0	\$0
370	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$14,443,456	\$13,563,603	(\$89,648)	\$13,473,955
			690	Computer Software	\$604,000	\$604,000	\$0	\$604,000
			640	Furniture Fixtures & Equipment	\$2,971,000	\$2,971,000	\$0	\$2,971,000
			670	Improvements other than Bldg	\$2,125,026	\$2,111,290	(\$102,000)	\$2,009,290
			660	Land	\$6,750,000	\$6,495,095	\$0	\$6,495,095
			790	Miscellaneous	\$0	\$210,000	\$0	\$210,000
			650	Motor Vehicles	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$10,500,202	\$11,628,697	\$211,648	\$11,840,345
	7700	Central Services	640	Furniture Fixtures & Equipment	\$0	\$0	\$0	\$0
	7800	Pupil Transportation Services	650	Motor Vehicles	\$3,118,807	\$3,118,807	\$0	\$3,118,807
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	7900	Operation Of Plant	680	Remodeling and Renovations	\$0	\$0	\$0	\$0
	9200	Debt Service	720	Interest	\$2,285	\$2,285	\$0	\$2,285
			710	Redemption of Principal	\$110,035	\$110,035	\$0	\$110,035
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	\$1,978,735	\$1,978,735	\$0	\$1,978,735
			910	Transfers to General Fund	\$5,070,000	\$5,070,000	\$0	\$5,070,000
380	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$7,414,345	\$7,818,412	\$0	\$7,818,412
			690	Computer Software	\$975	\$572	\$0	\$572
			640	Furniture Fixtures & Equipment	\$355,317	\$366,721	\$0	\$366,721
			670	Improvements other than Bldg	\$1,034,010	\$618,943	\$0	\$618,943
			610	Library Books	\$135,000	\$135,000	\$0	\$135,000
			680	Remodeling and Renovations	\$6,890	\$6,890	\$0	\$6,890
	9700	Transfer Of Funds	920	Transfers to Debt Service Fund	\$4,827,409	\$4,827,409	\$0	\$4,827,409
392	7300	School Administration	640	Furniture Fixtures & Equipment	\$0	\$0	\$0	\$0
	7400	Facilities Aquisition & Const	620	Audiovisual Materials	\$0	\$0	\$0	\$0
			630	Buildings and Fixed Equip	\$0	\$0	\$0	\$0
			690	Computer Software	\$8,143	\$8,143	\$0	\$8,143
			640	Furniture Fixtures & Equipment	\$5,658	\$5,658	\$0	\$5,658
			650	Motor Vehicles	\$0	\$0	\$0	\$0
			390	Other Purchased Services	\$0	\$0	\$0	\$0
			680	Remodeling and Renovations	\$0	\$0	\$0	\$0
			360	Rentals	\$0	\$0	\$0	\$0
	7800	Pupil Transportation Services	690	Computer Software	\$0	\$0	\$0	\$0
	9200	Debt Service	720	Interest	\$0	\$0	\$0	\$0
			710	Redemption of Principal	\$0	\$0	\$0	\$0
393	7400	Facilities Aquisition & Const	680	Remodeling and Renovations	\$0	\$0	\$0	\$0

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 CAPITAL PROJECTS
 FUND 3XX
 Month Ending March 31, 2024

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
394	9700	Transfer Of Funds	910	Transfers to General Fund	\$0	\$0	\$0	\$0
395	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$533,507	\$533,507	\$0	\$533,507
398	7400	Facilities Aquisition & Const	620	Audiovisual Materials	\$0	\$28,000	\$1,000	\$29,000
			640	Furniture Fixtures & Equipment	\$0	\$109,300	\$0	\$109,300
			610	Library Books	\$0	\$60,000	(\$1,000)	\$59,000
399	7400	Facilities Aquisition & Const	670	Improvements other than Bldg	\$66,795	\$66,795	\$0	\$66,795
			790	Miscellaneous	\$10,690	\$35,641	\$0	\$35,641
			680	Remodeling and Renovations	\$371,466	\$185,733	\$0	\$185,733
Total Expenses					\$64,417,027	\$64,643,544	\$20,000	\$64,663,544

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

CAPITAL PROJECTS-SALES TAX

FUND 396

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 CAPITAL PROJECTS
 FUND 396
 Month Ending March 31, 2024

Fund	Function	Description	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
396	3410	Taxes	000	Revenue	\$16,000,000	\$16,000,000	\$0	\$16,000,000
	3430	Interest Incl Profit On Inves	000	Revenue	\$1,000	\$1,000	\$0	\$1,000
Total Revenue					\$16,001,000	\$16,001,000	\$0	\$16,001,000
396	7400	Facilities Aquisition & Const	630	Buildings and Fixed Equip	\$914,516	\$670,642	\$200,000	\$870,642
			640	Furniture Fixtures & Equipment	\$600,336	\$648,621	\$0	\$648,621
			670	Improvements other than Bldg	\$9,292,237	\$10,241,082	(\$195,000)	\$10,046,082
			790	Miscellaneous	\$0	\$877,697	\$0	\$877,697
			680	Remodeling and Renovations	\$15,272,037	\$14,518,781	(\$5,000)	\$14,513,781
	9200	Debt Service	710	Redemption of Principal	\$0	\$0	\$0	\$0
Total Expenses					\$26,079,126	\$26,956,823	\$0	\$26,956,823

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CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

SPECIAL REVENUE – FOOD SERVICE

FUND 410

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 SPECIAL REVENUE FOOD SERVICE
 FUND 410
 Month Ending March 31, 2024

Func	Obj	Description	Adopted	Beginning Budget	Budget Adj	Working Budget
National School Lunch Act						
3260	000	Revenue	\$15,798,539	\$16,738,047	\$0	\$16,738,047
Categorical State Sources						
3330	000	Revenue	\$145,000	\$145,000	\$0	\$145,000
Interest Incl Profit On Inves						
3430	000	Revenue	\$100,000	\$100,000	\$0	\$100,000
Food Services						
3450	000	Revenue	\$5,653,803	\$5,653,803	\$0	\$5,653,803
Misc Local Resources						
3490	000	Revenue	\$5,000	\$5,000	\$0	\$5,000
Total Revenue			\$21,702,343	\$22,641,851	\$0	\$22,641,851
Basic FEFP K-12						
5100	100	Salaries	\$0	\$0	\$0	\$0
	200	Employee Benefits	\$0	\$0	\$0	\$0
Food Services						
7600	100	Salaries	\$6,973,290	\$6,973,290	\$0	\$6,973,290
	200	Employee Benefits	\$3,213,983	\$3,213,983	\$0	\$3,213,983
	300	Purchased Services	\$337,376	\$342,976	(\$1,002)	\$341,974
	400	Energy Services	\$170,305	\$170,305	\$4,000	\$174,305
	500	Material and Supplies	\$12,044,094	\$12,984,603	(\$2,998)	\$12,981,605
	600	Capital Outlay	\$764,593	\$765,593	\$0	\$765,593
	700	Other	\$280,400	\$275,400	\$0	\$275,400
Central Services						
7700	100	Salaries	\$0	\$0	\$0	\$0
	200	Employee Benefits	\$0	\$0	\$0	\$0
Operation Of Plant						
7900	100	Salaries	\$60,548	\$60,548	\$0	\$60,548
	200	Employee Benefits	\$23,180	\$23,180	\$0	\$23,180
Total Expenses			\$23,867,769	\$24,809,877	\$0	\$24,809,877



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024
SPECIAL REVENUE – OTHER
FUND 42X

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 SPECIAL REVENUE OTHER
 FUND 42X
 Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
3201	Vocational Ed				
3201	Revenue	\$320,220	\$420,220	\$0	\$420,220
3220	Workforce Investment Act				
3220	Revenue	\$530,886	\$416,385	\$0	\$416,385
3226	Eisenhower Math And Science				
3226	Revenue	\$1,516,131	\$1,579,766	\$0	\$1,579,766
3230	I.D.E.A.				
3230	Revenue	\$9,352,170	\$12,459,170	\$0	\$12,459,170
3240	Title I - Elem & Secondary Edu				
3240	Revenue	\$9,400,887	\$10,845,802	\$0	\$10,845,802
3290	Other Federal Thru State				
3290	Revenue	\$126,304	\$209,455	\$664,592	\$874,047
3190	Other Federal Direct				
3190	Revenue	\$0	\$417,917	\$4,078	\$421,995
3290	Other Federal Thru State				
3290	Revenue	\$47,450	\$14,368	\$0	\$14,368
3430	Interest Incl Profit On Inves				
3430	Revenue	\$0	\$0	\$0	\$0
Total Revenue		\$21,294,048	\$26,363,083	\$668,670	\$27,031,753
5000	Instruction				
100	Salaries	\$6,732,665	\$7,742,202	(\$168,823)	\$7,573,381
200	Employee Benefits	\$2,200,825	\$2,503,848	(\$48,091)	\$2,455,757
300	Purchased Services	\$1,166,928	\$1,290,356	\$684,223	\$1,974,579
400	Energy Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$3,649,301	\$3,206,412	(\$217,799)	\$2,988,613
600	Capital Outlay	\$2,664,894	\$3,150,226	\$627,395	\$3,777,624
700	Other	\$53,332	\$63,116	(\$920)	\$62,196
6100	Student Personnel Services				
100	Salaries	\$1,204,606	\$1,142,837	(\$670)	\$1,142,167
200	Employee Benefits	\$416,017	\$399,009	(\$10,699)	\$388,310
300	Purchased Services	\$69,087	\$97,547	(\$7,869)	\$89,678
500	Material and Supplies	\$1,500	\$1,021	\$0	\$1,021
600	Capital Outlay	\$0	\$9,955	\$0	\$9,955
700	Other	\$4,000	\$4,450	\$0	\$4,450
6110	Social Work				
200	Employee Benefits	\$21,965	\$25,926	\$0	\$25,926
300	Purchased Services	\$2,400	\$5,000	\$0	\$5,000
6120	Guidance Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
6130	Health Services				

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2023-2024
SPECIAL REVENUE OTHER
FUND 42X
Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$5,500	\$0	\$5,500
6150	Parent Involvement				
100	Salaries	\$11,500	\$12,800	(\$376)	\$12,424
200	Employee Benefits	\$340	\$1,040	(\$491)	\$549
300	Purchased Services	\$116,883	\$162,064	(\$5,109)	\$156,955
500	Material and Supplies	\$153,294	\$117,800	\$5,791	\$123,592
600	Capital Outlay	\$1,500	\$1,766	\$0	\$1,766
700	Other	\$5,000	\$0	\$0	\$0
6200	Instructional Media				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$7,000	\$4,500	\$0	\$4,500
6300	Inst & Curric Dev Services				
100	Salaries	\$1,624,237	\$1,624,845	\$0	\$1,624,845
200	Employee Benefits	\$535,960	\$535,646	\$0	\$535,646
300	Purchased Services	\$32,121	\$30,914	\$0	\$30,914
500	Material and Supplies	\$22,158	\$22,158	\$0	\$22,158
600	Capital Outlay	\$100	\$100	\$0	\$100
700	Other	\$1,400	\$1,400	\$0	\$1,400
6400	Inst Staff Training Services				
100	Salaries	\$1,253,763	\$1,604,154	\$2,035	\$1,606,189
200	Employee Benefits	\$404,792	\$470,675	\$364	\$471,039
300	Purchased Services	\$696,142	\$675,621	(\$9,277)	\$666,345
500	Material and Supplies	\$281,698	\$281,429	(\$1,550)	\$279,879
600	Capital Outlay	\$121,946	\$116,946	\$0	\$116,946
700	Other	\$19,626	\$40,196	\$0	\$40,196
6500	Instruction Related Technology				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
7200	General Administration				
700	Other	\$830,961	\$814,680	\$0	\$814,680
7300	School Administration				
100	Salaries	\$221	\$11,716	\$0	\$11,716
200	Employee Benefits	\$49	\$58	\$0	\$58
7400	Facilities Aquisition & Const				
600	Capital Outlay	\$0	\$0	\$0	\$0

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 SPECIAL REVENUE OTHER
 FUND 42X
 Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
7600	Food Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
7700	Central Services				
100	Salaries	\$7,000	\$7,000	\$0	\$7,000
200	Employee Benefits	\$1,571	\$1,571	\$0	\$1,571
300	Purchased Services	\$13,500	\$15,500	\$0	\$15,500
7800	Pupil Transportation Services				
100	Salaries	\$28,900	\$37,598	(\$9,637)	\$27,961
200	Employee Benefits	\$1,481	\$1,134	\$0	\$1,134
300	Purchased Services	\$40,386	\$45,118	\$0	\$45,118
400	Energy Services	\$0	\$73,853	\$0	\$73,853
7900	Operation Of Plant				
100	Salaries	\$0	\$1,460	\$0	\$1,460
200	Employee Benefits	\$0	\$343	\$0	\$343
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$100	\$0	\$100
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$0	\$0	\$0	\$0
8100	Maintenance Of Plant				
500	Material and Supplies	\$0	\$0	\$0	\$0
8200	Administrative Technology Svcs				
300	Purchased Services	\$0	\$0	\$0	\$0
9100	Community Services				
500	Material and Supplies	\$0	\$0	\$0	\$0
Total Expenses		\$24,401,049	\$26,361,590	\$838,497	\$27,200,094



CLAY COUNTY DISTRICT SCHOOL

RESOLUTION TO AMEND DISTRICT BUDGET

FISCAL YEAR 2023-2024

SPECIAL REVENUE

FEDERAL CARES ACT FUNDING

FUND 44X

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.

SCHOOL BOARD OF CLAY COUNTY
RESOLUTION TO AMEND DISTRICT BUDGET
FISCAL YEAR 2023-2024
SPECIAL REVENUE OTHER
FUND 44X
Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
3271 CARES Act ESSER					
3271	Revenue	\$17,067,595	\$17,195,690	\$0	\$17,195,690
Total Revenue		\$17,067,595	\$17,195,690	\$0	\$17,195,690
5000 Instruction					
100	Salaries	\$5,128,241	\$6,318,012	\$0	\$6,318,012
200	Employee Benefits	\$488,172	\$183,629	\$0	\$183,629
300	Purchased Services	\$1,173,141	\$1,152,678	\$227,962	\$1,380,642
500	Material and Supplies	\$2,650,709	\$2,133,070	\$71,028	\$2,204,098
600	Capital Outlay	\$527,287	\$531,109	(\$59,091)	\$472,018
700	Other	\$10,177	\$8,922	\$0	\$8,922
6100 Student Personnel Services					
100	Salaries	\$214,248	\$125,756	\$0	\$125,756
200	Employee Benefits	\$41,404	\$24,109	\$0	\$24,109
300	Purchased Services	\$81	\$1,581	\$0	\$1,581
600	Capital Outlay	\$0	\$0	\$0	\$0
6110 Social Work					
200	Employee Benefits	\$22,337	\$22,337	\$0	\$22,337
6130 Health Services					
300	Purchased Services	\$3,818	\$3,818	\$0	\$3,818
500	Material and Supplies	\$3,963	\$3,963	\$0	\$3,963
600	Capital Outlay	\$0	\$0	\$0	\$0
6150 Parent Involvement					
100	Salaries	\$0	\$575	\$0	\$575
200	Employee Benefits	\$0	\$130	\$0	\$130
300	Purchased Services	\$15,000	\$15,000	\$0	\$15,000
400	Energy Services	\$300	\$300	\$0	\$300
500	Material and Supplies	\$29,477	\$29,477	\$0	\$29,477
6190 Guidance Administration					
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
6200 Instructional Media					
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
6300 Inst & Curric Dev Services					
100	Salaries	\$67,315	\$67,315	\$0	\$67,315
200	Employee Benefits	\$24,528	\$25,128	\$0	\$25,128
300	Purchased Services	\$39,220	\$39,920	\$0	\$39,920
500	Material and Supplies	\$658	\$658	\$0	\$658
600	Capital Outlay	\$15,100	\$15,100	\$0	\$15,100
700	Other	\$5,000	\$10,000	\$0	\$10,000
6400 Inst Staff Training Services					
100	Salaries	\$886,316	\$965,131	\$0	\$965,131
200	Employee Benefits	\$19,376	\$79,295	\$0	\$79,295

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 SPECIAL REVENUE OTHER
 FUND 44X
 Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
300	Purchased Services	\$184,063	\$140,857	\$0	\$140,857
500	Material and Supplies	\$26,169	\$26,378	\$0	\$26,378
600	Capital Outlay	\$0	\$0	\$0	\$0
700	Other	\$2,275	\$0	\$0	\$0
6500	Instruction Related Technology				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$4,354	\$0	\$4,354
7100	Board				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
7200	General Administration				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
700	Other	\$531,959	\$504,530	\$6,037	\$510,567
7300	School Administration				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
7400	Facilities Aquisition & Const				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
600	Capital Outlay	\$4,461,828	\$4,453,005	(\$250,845)	\$4,202,160
7500	Fiscal Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
7600	Food Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
7700	Central Services				
100	Salaries	\$5,500	\$5,500	\$0	\$5,500
200	Employee Benefits	\$1,200	\$1,200	\$0	\$1,200
500	Material and Supplies	\$0	\$0	\$0	\$0
600	Capital Outlay	\$0	\$0	\$0	\$0
7800	Pupil Transportation Services				
100	Salaries	\$305,304	\$184,992	\$4,505	\$189,497
200	Employee Benefits	\$60,814	\$36,914	\$402	\$37,316
300	Purchased Services	\$29	\$29	\$0	\$29
400	Energy Services	\$120,552	\$78,872	\$0	\$78,872
700	Other	\$0	\$0	\$0	\$0
7900	Operation Of Plant				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0

SCHOOL BOARD OF CLAY COUNTY
 RESOLUTION TO AMEND DISTRICT BUDGET
 FISCAL YEAR 2023-2024
 SPECIAL REVENUE OTHER
 FUND 44X
 Month Ending March 31, 2024

Func	Obj	Adopted	Beginning Budget	Budget Adj	Working Budget
500	Material and Supplies	\$2,050	\$2,050	\$0	\$2,050
600	Capital Outlay	\$0	\$0	\$0	\$0
8100	Maintenance Of Plant				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
300	Purchased Services	\$0	\$0	\$0	\$0
500	Material and Supplies	\$0	\$0	\$0	\$0
8200	Administrative Technology Svcs				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
9100	Community Services				
100	Salaries	\$0	\$0	\$0	\$0
200	Employee Benefits	\$0	\$0	\$0	\$0
Total Expenses		\$17,067,611	\$17,195,694	(\$2)	\$17,195,694

DRAFT

June 6, 2024 - Regular School Board Meeting

Title

C18 - DELETION OF CERTAIN ITEMS REPORT MAY, 2024

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 April, 2024.

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 5: Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Approve Deletion of Certain Items Report - May, 2024 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 OF CERTAIN ITEMS REPORT MAY, 2024.pdf](#)

Monthly Deletion Analysis / MAY 2023 2024

Cost Center	Asset	Item, Reason for Deletion	Type of Deletion
GCJ - 0021	00080434	MOWER: GRAVELY 60" ZERO TURN / BROKEN	D5
OPE - 0201	14000261	LAMINATOR: HEATSEAL ULTIMA 65 / BROKEN	D1
OPH - 0252	00093837	SYSTEM: SPEAKER 3 WAY/ LOST INVENTORY	D4
	14000301	CART: GOLF 2013 USED / LOST INVENTORY	D4
LJH - 0351	16000371	CART: MINI-LAPTOP / LOST INVENTORY	D4
	15000667	CART: DELL MOBILE COMPUTING / LOST INVENTORY	D4
	16000374	CART: MINI-LAPTOP / LOST INVENTORY	D4
	16000373	CART: MINI-LAPTOP / LOST INVENTORY	D4
WJH - 0371	00089386	INSTRUMENT: TUBA W/CASE / LOST INVENTORY	D4
	00095950	ACHINE: EMBROIDERY / BROKEN	D5
PES - 0471	14000216	COPIER: W/COPY TRAY - RICOH / BROKEN	D1
FIH - 0551	19000003	TROMBONE:INTERMEDIATE YAMAHA / LOST INVENTORY	D4
	00097751	LAMINATOR:EZLOAD ROLL PINNACLE / BROKEN	D1
	12000195	COPIER:DIGITAL W/FEDER-RICOH / BROKEN	D1
	12000167	COPIER:DIGITAL W/FEDER-RICOH / BROKEN	D1
OHS- 0661	22000587	LOUDSPEAKER: PORTABLE EV 30M / DAMAGED	D3
	14000045	COPIER / BROKEN	D1
	14000046	COPIER / BROKEN	D1
TRANSPORTATION DEPT - 9010	16000124	CART: DRUM W/PUMP & FLOW METER / LOST INVENTORY	D4
	14000222	KIT:TURBOVUI IP GATEWAY / LOST INVENTORY	D4
	23000150	CABINET: MIXED DRAWER-LEFT / LOST INVENTORY	D4
	B0000770	BUS / OBSOLETE	D5
	B0000769	BUS / OBSOLETE	D5
	B0000788	BUS / OBSOLETE	D5
	B0000777	BUS / OBSOLETE	D5
	B0000776	BUS / OBSOLETE	D5
	B0000773	BUS / OBSOLETE	D5
	B0000767	BUS / OBSOLETE	D5
	B0000766	BUS / OBSOLETE	D5
	B0000765	BUS / OBSOLETE	D5
	B0000764	BUS / OBSOLETE	D5
	B0000775	BUS / OBSOLETE	D5
	B0000774	BUS / OBSOLETE	D5
	B0000772	BUS / OBSOLETE	D5
	B0000771	BUS / OBSOLETE	D5
	B000781	BUS / OBSOLETE	D5
	B0000780	BUS / OBSOLETE	D5
	B0000779	BUS / OBSOLETE	D5
	B0000778	BUS / OBSOLETE	D5
	B0001361	BUS / WRECKED	D5
MAINTENANCE - 9021	16000001	COPIER: COLOR RICOH MPC4503 / BROKEN	D1
	12000244	REFRIGERATOR: REACH-IN / BROKEN	D5
		Page 714 of 990	
BAD - 9050	F05460	ENTER IN ERROR	D6

Monthly Deletion Analysis / MAY 2023 2024			
Cost Center	Asset	Item, Reason for Deletion	Type of Deletion

D1 = PARTED OUT/JUNK

D3 = DAMAGED

D4=MISSING ANNUAL INVENTORY 2023-2024

D5 = SURPLUS SALES

D6 = ENETERED IN ERROR

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Clay County Public Schools
 Monthly Deletion Report
 For Month Ending: 05/31/2024

<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>
Entered in		INCREASE P2409090 RICOH SR415	04/30/2024	05/08/2024	0.00	0.00
	<u>LCTN</u>					
		GREEN COVE SPRINGS JUNIOR HIGH				
Surplus Sale	00080434	MOWER: GRAVELLY 60" ZERO TURN	08/26/2004	05/08/2024	6,449.25	6,449.25
	<u>LCTN</u>					
		ORANGE PARK ELEMENTARY				
Junk/Parts	14000261	LAMINATOR: HEATSEAL ULTIMA 65	11/07/2013	05/08/2024	2,280.00	2,280.00
	<u>LCTN</u>					
		ORANGE PARK HIGH				
Missing	00093837	SYSTEM: SPEAKER 3 WAY - COMMUN	06/30/2008	05/08/2024	1,984.63	1,984.63
Missing	14000301	CART: GOLF 2013 USED	11/21/2013	05/08/2024	1,200.00	1,200.00
	<u>LCTN</u>					
		LAKESIDE JUNIOR HIGH				
Missing	15000667	CART: DELL MOBILE COMPUTING	01/15/2015	05/08/2024	2,265.99	2,265.99
Missing	16000371	CART: MINI-LAPTOP ANTHRO YESMO	02/11/2016	05/08/2024	1,218.12	1,218.12
Missing	16000373	CART: MINI-LAPTOP ANTHRO YESMO	02/11/2016	05/08/2024	1,218.12	1,218.12
Missing	16000374	CART: MINI-LAPTOP ANTHRO YESMO	02/11/2016	05/08/2024	1,218.12	1,218.12
	<u>LCTN</u>					
		WILKINSON JR HIGH				
Missing	00089386	INSTRUMENT: TUBA W/CASE - YAMA	11/21/2006	05/08/2024	1,795.00	1,795.00
Surplus Sale	00095950	MACHINE: EMBROIDERY - JANOME	09/25/2008	05/08/2024	4,942.74	4,942.74
	<u>LCTN</u>					
		ROBERT M PATERSON ELEMENTARY				
Junk/Parts	14000216	COPIER: W/COPY TRAY - RICOH MP	10/10/2013	05/08/2024	7,790.00	7,790.00
	<u>LCTN</u>					
		FLEMING ISLAND HIGH SCHOOL				
Junk/Parts	00097751	LAMINATOR:EZLOAD ROLL PINNACLE	10/23/2008	05/08/2024	1,325.65	1,325.65
Junk/Parts	12000167	COPIER: DIGITAL - RICOH MP2015	11/30/2011	05/08/2024	1,196.00	1,196.00
Junk/Parts	12000195	COPIER: DIGITAL W/FEEDER-RICOH	11/10/2011	05/08/2024	3,246.00	3,246.00

Clay County Public Schools
 Monthly Deletion Report
 For Month Ending: 05/31/2024

<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>
Missing	19000003	TROMBONE:INTERMEDIATE YAMAHA	10/10/2018	05/08/2024	1,959.99	1,329.99
					7,727.64	7,097.64
	LC1N	0661 OAKLEAF HIGH SCHOOL				
Junk/Parts	14000045	COPPER: DIGITAL COPYSTAR CS550	09/12/2013	05/08/2024	6,425.00	6,425.00
Junk/Parts	14000046	COPPER: DIGITAL COPYSTAR CS550	09/12/2013	05/08/2024	6,425.00	6,425.00
Theft/Vandaliti	22000587	LOUDSPEAKER: PORTABLE EV 30M	04/21/2022	05/08/2024	1,000.00	166.67
					13,850.00	13,016.67
	LC1N	9010 TRANSPORTATION				
Missing	14000222	KIT:TURBOVUI IP GATEWAY NPC SI	12/12/2013	05/08/2024	1,371.15	1,371.15
Missing	16000124	CART: DRUM W/PUMP & FLOW METER	11/12/2015	05/08/2024	1,205.68	1,205.68
Surplus Sale	B0000764	BUS: 74 PASSENGER 2011 C-2	05/12/2011	05/08/2024	104,134.91	0.00
Surplus Sale	B0000765	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.91	0.00
Surplus Sale	B0000766	BUS: 74 PASSENGER 2011 C-2	05/12/2011	05/08/2024	104,134.91	0.00
Surplus Sale	B0000767	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000769	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000770	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000771	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000772	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000773	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.22	0.00
Surplus Sale	B0000774	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000775	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.22	0.00
Surplus Sale	B0000776	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000777	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000778	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000779	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000780	BUS: 74 PASSENGER 2011 C-2	04/14/2011	05/08/2024	104,134.23	0.00
Surplus Sale	B0000781	BUS: 74 PASSENGER 2011 C-2	06/09/2011	05/08/2024	106,892.22	0.00
Surplus Sale	B0000788	BUS: 47 PASSENGER 2011 C-2	10/10/2013	05/08/2024	108,552.23	0.00
Surplus Sale	B0001361	BUS: 54 PASSENGER - THOMAS C-2	03/02/2023	05/08/2024	1,023.36	48.73
Missing	23000150	CABINET: MIXED DRAWER-LEFT			1,989,328.57	2,625.56

05/08/2024 14:03:23

Date Range 05/01/2024 05/31/2024

Clay County Public Schools
 Monthly Deletion Report
 For Month Ending: 05/31/2024

<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>
	9021	MAINTENANCE DEPARTMENT				
	LC1N	REFRIGERATOR: REACH-IN - TRAVL	11/30/2011	05/08/2024	8,487.57	8,487.57
Surplus Sale	12000244	REFRIGERATOR: REACH-IN - TRAVL			5,752.00	5,752.00
Junk/Parts	16000001	COPIER: COLOR RICOH MPC4503	08/13/2015	05/08/2024	14,239.57	14,239.57
Total Furniture	71,779.37					
Total Vehicles	1,985,728.38					
Total Audio Visual	0.00					
Total Software	0.00					
Totals for Deletion Report					2,057,507.75	69,341.41

Note:

- Disposal Method Descriptions:
- JUNK/PARTS - Part(s) of an asset are used and remainder of part(s) are sold, recycled or disposed
 - TRADE-IN - Vendor issues a credit towards a new purchase
 - THEFT/VANDALISM - Items stolen or broken (police report attached)
 - MISSING - Items lost and are not found during property inventory (Annually)
 - SURPLUS SALE - Items that are outdated, not working or obsolete. Items are either sold, recycled or disposed
 - ENTERED IN ERROR - Not used
 - TRANSFER/DONATION - From Clay County District to an Outside Agency (Approved by Board or Superintendent)
 - DESTROYED - Fire/Natural Disaster, etc.
 - THRESHOLD (ex. \$750 TO \$1000)

June 6, 2024 - Regular School Board Meeting

Title

C19 - BID Renewal

Description

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

a. Ice Cream and Frozen Novelties – County Wide Bid #20-SFS-10 Contract Period is July 31, 2024 through July 30, 2025. The contract period is for one (1) year and is the second of three renewal options.

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 services, and or products to meet their needs.

Previous Outcomes

Original Bid was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors to continue providing quality services and products at the same terms and conditions as when the original Bid was awarded.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Extend renewal as follows:

- a. Ice Cream and Frozen Novelties – County Bid #20-SFS-10:
 - DeConna Ice Cream, 6300 West Highway 318, Reddick, FL 32686

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721,

Email: susan.legutko@myoneclay.net

Financial Impact

a. Ice Cream and Frozen Novelties – County Wide Bid #20-SFS-10: The total estimated expenditure for the one (1) year contract renewal is \$200,000.00 from School Food Service Revenue.

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

C20 - RFP to be Awarded - PLACEHOLDER

Description

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

a. Temporary Substitute and Other Staffing Services #23-BA-130: Contract period is for a five (5) year period from July 1, 2024 through June 30, 2029 with the option to renew for five (5) additional year contract period upon mutual agreement, in writing. RFP established to provide temporary staffing services for substitute teachers, substitute aids, food service workers, custodian substitute, and other various positions within the District on an as needed basis. As the provider of temporary staffing services, vendor will be the employer of Assigned Employees, and will be responsible for the staffing services listed as follows: source, recruit, select, and hire Assigned Employees; place Assigned Employees according to SBCC requirements; pay Assigned Employees their wages and provide them the benefits offered to them as vendor employee; pay insurance premiums (e.g., Medicare) with withhold payroll taxes (e.g., FICA) and fulfill its obligations for unemployment compensation; provide workers compensation benefits; and maintain Assigned Employees personnel and payroll records related to their employment by vendor. The vendor awarded was the highest-ranking firm by the RFP selection committee.

Gap Analysis

The District requires vendors to provide services to ensure our students and staff needs are met.

Previous Outcomes

Prior Board approved contract will expire but it was used successfully during the past terms to provide quality services to the district.

Expected Outcomes

Upon approval by the Board, we expect the vendor to provide quality services at the terms and conditions listed in the Contract/RFP.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Award RFP as follows:

- a. Temporary Substitute and Other Staffing Services #23-BA-130:
 - Kelly Services Inc, 999 West Big Beaver Road, Troy, Michigan, 48084

Contact

Dr. Susan Legutko, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: susan.legutko@myoneclay.net
Brenda Troutman, Assistant Superintendent for Human Resources, Phone (904)336-6700, Email: brenda.troutman@myoneclay.net

Financial Impact

a. Temporary Substitute and Other Staffing Services #23-BA-130: The total estimated expenditure for the five (5) year contract is \$ _____. Estimated annual spend of \$ _____ from General Revenue.

Review Comments

Attachments

- [240188 Clay County KE Agreement - CLAY FINAL with Exhibit A_JD Exhibit 1 Exhibit 2 as of 05 24.24.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **240188**
 Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:
 WHEN BOARD APPROVAL IS REQUIRED DO NOT PLACE ITEM ON AGENDA UNTIL REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: 5/20 & 24/2024

Name of Contract Initiator: B. Staefe for B. Troutman Telephone #: 66700

School/Dept Submitting Contract: HR / BAD Cost Center # 9040 / 9050

Vendor Name: Kelly Services, Inc

Contract Title: Kelly Services Agreement for Educational Staffing - RFP 23-BA-130

Contract Type: New Renewal Amendment Extension Previous Year Contract # 230181

Contract Term: 5 years through 2029 Renewal Option(s): Yes

Contract Cost: Varies based on usage

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
 Funding Source: Budget Line # General Funds
 Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

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

____ SIGNED Addendum A (if not an SBAO Template Contract) - **When using the Addendum A, this Statement MUST BE included in the body of the Contract: "The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."**

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
 COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
 General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.
 Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
 Workers' Compensation = \$100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

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

____ Release and Hold Harmless (If Applicable)

RECEIVED
 By Bertha Staefe at 10:09 am, May 24, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	SBCC RFP 23-BA-130
Review Date REVIEWED By Bertha Staefe at 10:09 am, May 24, 2024	
School Board Attorney JPS	Requested revisions made per your email 5/20 -BFS
Review Date 5/24	Approved
Other Dept. as Necessary	
Review Date	

PENDING STATUS: YES NO **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS **APPROVED** DATE: _____
 By Bertha Staefe at 11:21 am, May 24, 2024

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

AGREEMENT FOR EDUCATIONAL STAFFING

THIS AGREEMENT, dated _____ is between Kelly Services, Inc., with its principal offices located at 999 West Big Beaver Road, Troy, Michigan 48084 ("Kelly"), and The School Board of Clay County, Florida, with its principal offices located at 900 Walnut Street, Green Cove springs, Florida 32043 ("Customer").

BACKGROUND

- A. The Customer properly issued a Request for Proposal RFP # 23-BA-130 Temporary Substitute And Other Staffing Services (the "SBCC RFP"), to which Kelly submitted a proposal on February 7, 2024 (the "KELLY RFP"), to which Kelly was recommended for award and negotiations;
- B. Based on the foregoing, the parties negotiated mutually agreeable terms as set forth herein.
- C. The SBCC RFP (Exhibit 1), and the KELLY RFP (Exhibit 2) are incorporated into the Agreement below. In the event of inconsistencies or contradictions between language contained in KELLY RFP and this Agreement, the language contained in the SBCC RFP original solicitation RFP #23-BA-130 document will prevail.
- D. Now therefore, in consideration of the mutual undertakings of the parties set forth In this Agreement and of other valuable considerations, the receipt and sufficiency of which the parties acknowledge, Kelly and the Customer agree as follows.

1) DESCRIPTION, LOCATION AND PRICING OF SERVICES

Kelly will assign to the Customer Kelly temporary employees ("Assigned Employees"), through its service line, Kelly Education, to provide education-related services, under the Customer's operational supervision, at the location(s) and for the pricing (and other related costs) described in Exhibit A attached hereto and incorporated herein by this reference (the "Services"). Customer will be permitted to use Exhibit A in connection with its business operations, responses to Freedom of Information Act requests, and other uses as required by law.

2) KELLY GUARANTEE

Kelly guarantees that the Assigned Employees it places with the Customer will satisfactorily perform the services ordered by Customer. If not, Kelly will cancel charges for unsatisfactory services and furnish a replacement as soon as possible when the Customer has provided notice of its dissatisfaction within the first sixteen (16) working hours of an Assigned Employee's assignment. If Kelly receives notice after an Assigned Employee's first sixteen (16) working hours, Kelly will furnish a replacement as soon as possible, but not cancel the charges for the unsatisfactory services rendered prior to the Customer providing notice.

3) KELLY'S RESPONSIBILITIES

As the provider of staffing services, Kelly will be the employer of Assigned Employees, and will be responsible for the staffing services listed below.

- (a) Source, recruit, select, and hire Assigned Employees (Including assuring that all Assigned Employees have submitted a background check, in a manner prescribed by Customer as required by section 1012.465, Florida Statutes, it being understood that failure to comply with this provision shall be cause for immediate termination of this Agreement.);
- (b) Place Assigned Employees according to Customer's requirements;
- (c) Pay Assigned Employees their wages and provide them the benefits that Kelly offers, inclusive of any government mandated benefits, as Kelly employees;
- (d) Pay or withhold payroll taxes (e.g., FICA) and insurance premiums (e.g., Medicare) and fulfill its obligations for unemployment compensation (e.g., FUTA, SUTA);
- (e) Provide workers' compensation benefits and coverage for Assigned Employees;
- (f) Maintain Assigned Employees' personnel and payroll records related to their employment by Kelly;
- (g) Comply with laws, rules or regulations applicable to providers of staffing services;
- (h) Require Assigned Employees to agree in writing to protect the confidentiality of Customer's proprietary information;
- (i) Require Assigned Employees to execute agreements that Customer requests regarding intellectual property developed by them in performance of their work for Customer;

- (j) Require Assigned Employees to acknowledge in writing that they have no right to participate in Customer's employee benefit plans;
- (k) Require Assigned Employees to comply with all rules and policies of Customer (e.g., those relating to premises access and security);
- (l) Make legally required employment law disclosures to Assigned Employees;
- (m) Comply with the Patient Protection and Affordable Care Act ("Affordable Care Act") and its regulations, as applicable, and have established internal procedures to review and maintain its compliance with the Affordable Care Act;
- (n) Conduct background checks, fingerprinting, and certification as required by Florida law and in compliance with school board policies communicated to Kelly. All Assigned Employees shall receive Jessica Lunsford Act screening. No Kelly employee may be assigned to any Clay County school, have any direct contact with any Clay County student or enter upon any Clay County school campus when children are present until said employee has submitted to and passed said background screening;
- (o) At Customer's request, Kelly shall remove any of its employees assigned to Customer from employment at any Clay County school; provided, that this Agreement shall in no way affect the right of Kelly, in its sole discretion as employer, to hire, assign, reassign, discipline and/or terminate its own employees. Prior to assignment with Customer, Kelly shall require each applicant to authorize Kelly to disclose to Customer any and all records regarding the applicant, in the custody or control of Kelly;
- (p) Satisfying Its obligations under the Immigration and Reform Control Act, and the state and federal laws regarding equal employment opportunity, and occupational safety and health; and
- (q) Not engaging subcontractors to provide temporary employees.

4) CUSTOMER'S RESPONSIBILITIES

As the recipient of Kelly's staffing services, the Customer will be responsible for controlling the environment in which Assigned Employees perform their work, the details of their work, and, teaching board-approved curriculum and approved lesson plans. The Customer also will:

- (a) Provide Assigned Employees with a safe and suitable workplace, including all required site-specific training related to the chemical, physical and biological hazards in the workplace, emergency and safety procedures, safe use of equipment, school rules and protocols, policies and procedures regarding student disciplinary actions, and the confidentiality of student records and information;

- (b) Provide Kelly with prompt notice of any injury suffered by an Assigned Employee;
- (c) Use Assigned Employees only in assignments that match the job descriptions for which Kelly places them, not give duties to an Assigned Employees that the Assigned Employee must perform outside of Customer's premises;
- (d) Notify Kelly and be solely responsible when Assigned Employees are required to use Customer provided timekeeping system or absence management system;
- (e) Provide adequate internal controls, supervision, security and instructions for Assigned Employees. Customer is not required to provide additional internal controls, supervision, security and instructions to Assigned Employees than those provided to Customer's employees;
- (f) Supervise the performance of Assigned Employees using the same degree of diligence used to supervise its own employees;
- (g) As to claims arising from the conduct of the Assigned Employees when they are required to handle keys, cash, confidential information and records of students and the Customer's regular employees, Customer agrees not to assert any claims against Kelly. Customer reserves the right to take action against any Assigned Employee for mishandling keys, cash or confidential Information;
- (h) As to claims arising from the use of any vehicle Customer owned or controlled machinery and equipment used by Assigned Employees in connection with their assignment (except for workers' compensation claims), customer agrees not to assert any claims against Kelly. Customer reserves the right to take action against any Assigned Employee for

the use of any Customer owned vehicle or controlled machinery and equipment used by Assigned Employees in connection with their assignment;

- (i) Ensure that the Assigned Employees do not have sole custody of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications;
- (j) Be solely responsible for releasing students at the end of the school day to an authorized party;
- (k) To the best of the Customer's ability, it will ensure Assigned Employees who are placed at Customer through Kelly shall not work directly for Customer, or a third party contracted by Customer, in any capacity where such Assigned Employees receive compensation during the same time period from Kelly, Customer or third party;
- (l) Provide Kelly with prompt, written notice of any concern or complaint about the conduct of an Assigned Employee by the end of the same day that it learns of the concern or complaint, and permit Kelly to actively participate in Customer's investigation of such a concern or complaint;
- (m) Provide Kelly with written notice within a reasonable time after the Customer learns of any formal or informal complaint, litigation, potential litigation, or an administrative or governmental charge, that involves an Assigned Employee, and permit Kelly a reasonable opportunity to participate actively in the matter, as the parties mutually agree;
- (n) Not request nor require any Assigned Employees to work at heights, perform heavy labor, lifting or physical activity unless required and accepted in the job description;
- (o) Notify Kelly as early as possible (either, for example, prior to 6:00 a.m. or three (3) hours prior to the start of the class) through the protocols established by Kelly for such notice, of the need for Assigned Employees for a given day; however, Kelly and Customer recognize that the need for a substitute may occur later than anticipated and that in such cases, Kelly will use its best efforts to find an Assigned Employee for such Customer requests;
- (p) Kelly will educate Assigned Employees that they are not to and Customer shall ensure that Assigned Employees do not actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an Assigned Employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only;
- (q) Provide a list of employees Customer has employed prior to this Agreement that Customer wishes to remain in pool of Assigned Employees placed by Kelly to Customer. Customer shall provide a written list of such employees and may update said list, by written addition or deletion of all changes, as appropriate. If Customer utilized another vendor prior to this Agreement, Customer will make a good faith effort to produce a list of employees who provided services through such vendor;
- (r) Assume responsibility for the conduct of its own officers, employees, and agents;
- (s) Comply with duties imposed on it by law, rule, or regulation;
- (t) Orienting temporary employees to the facility and its rules and regulations and to acquaint them with the facility policies and procedures, including dress code and physical layout and equipment; and,
- (u) Cooperating In an evaluation of each temporary employee relative to such employee's ability to perform specific Job functions upon completion of employee's assignment. Notwithstanding the foregoing, Kelly shall remain solely responsible for evaluation and assessment of its employees and the Customer In no way assumes liability for such evaluation.

5) CUSTOMER REPRESENTATIONS

The Customer represents and warrants that:

- (a) Its actions under this Agreement do not violate or overlap its obligations under any agreement that Customer has with any labor union;
- (b) Kelly's responsibilities listed in this Agreement regarding screening, the payment of wages, and the provision of benefits to the Assigned Employees do not violate a policy or practice of the Customer;
- (c) The Customer has disclosed to Kelly all screening requirements that Customer would use for the positions covered by this Agreement if the Customer were directly employing individuals in such positions;
- (d) If Customer, not Kelly, is the recipient of the Assigned Employees' fingerprint background check clearance/suitability letter, Customer will provide Kelly with the clearance information and any updated information in a timely manner;
- (e) The Customer has the right, power, requisite authorization, and has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement;

- (f) The Customer representative who is signing this Agreement has been delegated authority by the school board or district to execute this Agreement;
- (g) At the beginning of the school year, but at a minimum, not less than thirty (30) days prior, Customer will use best efforts to advise Kelly of all scheduled professional development days;
- (a) Customer acknowledges that Kelly is responsible for recruiting of Assigned Employees, however, Customer and Kelly will collaborate on marketing, advertisement, and recruitment methods. During the term of this Agreement, Customer agrees that Kelly can use Customer's branding, including but not limited to Services data, in its marketing and public relations programs. Any use Customer's branding in Kelly's marketing and public relations programs is subject to the prior written approval of Customer before distribution.
- (h) If the Assigned Employees will use a Customer-provided timekeeping or absence management system or process, then a such timekeeping system, absence management system or process shall be compliant with all applicable legal requirements, including recording of time worked; and,
- (i) The Customer will neither request nor require that the Assigned Employees perform duties outside of Customer's premises (e.g., participate on field trips) unless Kelly gives its written consent in advance.

6) CONFIDENTIALITY/INTELLECTUAL PROPERTY/ASSIGNED EMPLOYEES' DATA

All Kelly and Customer intellectual property, including processes, procedures, trademarks and copyrights, are and shall remain the sole property of each respective party. Customer will only use Assigned Employees' Data ("Assigned Employees' Data"), including, but not limited to, Assigned Employees' personal information, identity, U.S. mail or email address, contact information, social security number, phone number, personal health information, or absence management information data in connection with Services provided by Kelly in accordance with this Agreement. Customer acknowledges that Assigned Employees' Data is proprietary, personal and highly confidential, and Customer shall not disclose the information to any third parties, unless legally required to do so. Should Customer determine that it may be legally obligated to disclose Assigned Employees' Data, Customer shall provide notice to Kelly within a reasonable time-frame in advance of producing any such information. To the extent Kelly utilizes Customer's absence management or other systems ("System"), Customer shall allow and authorize Kelly full access to the System throughout the term of the Agreement and for thirty (30) days after termination. In the event the Agreement is terminated, Kelly shall have thirty (30) days to remove Assigned Employee Data from the System.

For the avoidance of doubt, regardless of whether Kelly or Customer owns the contractual relationship of the absence management platform, all Assigned Employee Data housed within the absence management platform will be solely owned by Kelly. At no point may Customer provide access to the absence management platform to any third parties. Customer agrees that at the time of termination or expiration of the Agreement, Kelly shall have the option to remove all Assigned Employee Data from the absence management platform and Customer agrees that it may not retain any such Assigned Employee Data. To the extent that there is a conflict between the terms/obligations of this paragraph with any terms/obligations in an agreement between Customer and any third party, Customer agrees to honor the terms/obligations of this paragraph and the terms/obligations of this paragraph shall control unless later amended in writing signed by both parties.

7) BILLING & PAYMENT TERMS

- (a) **Invoices & Payment.** Kelly will invoice Customer each week for services provided by Assigned Employees after hire, at agreed-upon rates. The rates at which Kelly will invoice the Customer (and any reimbursable expenses) are listed in Pricing Exhibit A. Service lines and rates may be added by mutual agreement of the parties pursuant to Paragraph 15 (f). If the Customer's rates are not set out in Pricing Exhibit A, Kelly and the Customer will agree on rates at the time of an order, memorialize such agreement in an amendment to this agreement (which will require approval with the same formalities as conducted for the approval of this Agreement, and upon such execution and delivery of the signed and authorized amendment, then Kelly will record such change electronically in its systems. Customer shall issue payment in accordance with Sections 218.70. et sq. Florida Statutes, Local Government Prompt Payment Act, after receipt of an acceptable Invoice, inspection and acceptance of provided In accordance with the terms and conditions of the Agreement. Any penalty for delay in payment will be in accordance with applicable law. In the event of termination of this Agreement, Customer will pay Kelly promptly for Services performed up to the time of termination
- (b) **Disputed Amounts.** If this Agreement is terminated by Kelly or Customer or Customer disputes any amount invoiced by Kelly, Kelly shall be timely paid (in accordance with the payment terms in Section 7 (a)) by Customer for all fees/services that are not in dispute. Resolution of disputes in accordance with Sections 218.76. et sq. Florida Statutes, Local Government Prompt Payment Act.
- (c) **Procurement Card.** Customer will not use a procurement card as a source of payment to Kelly.
- (d) **Taxes.** Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices.

- (e) **Pricing Adjustments.** The markup percentage set forth In Exhibit A will remain firm for the duration of the contract period. Wages to be paid to Assigned Employees will follow the minimum requirements set forth by Customer. Upon prior written notice and with written approval from Customer, Kelly may adjust pricing:
- i) To reflect the impact of inflation upon our costs by an amount not to exceed the year over year change in the Consumer Price Index for the preceding twelve (12 months); or
 - ii) If any law, regulation and/or policy is enacted that is applicable to either Kelly or Customer that requires an increase and/or additional compensation and/or benefits to Assigned Employees, Kelly may change the pricing for the current school year(s) contained in Exhibit A. The pricing in Exhibit A shall be adjusted to reflect the actual cost increase to Kelly reasonably calculated on a direct or pro rata basis; or
 - iii) For changes in sales, use, or gross receipts taxes; or
 - iv) For changes in (a) the Customer’s requirements (e.g., requisition, billing and invoicing processes; the introduction of third-party software systems and processes), (b) service levels, or (c) service delivery method; or
 - v) To ensure that the pay rates comply with federal and state laws and regulations regarding minimum wages and overtime compensation; or
 - vi) If market conditions dictate that Kelly must pay a higher wage in order to attract Assigned Employees.
- (f) **Record of Time Worked; Automated Scheduling.** Customer agrees to adhere to the “Time, Billing & Automated Scheduling Terms” in Section 8 Time, Billing and Automated Scheduling.
- (g) **Expenses.** To the extent that milage expenses are required by the customer, and are incurred by the Assigned Employee, not including the necessary screening(s) required to work for the Customer, such expenses will be charged to the Customer, passed through without mark-up.
- (h) **Federal Requirements.** Customer may utilize federal funds for its payment pursuant to the Agreement; accordingly, Kelly executed and submitted to the Customer, in the KELLY RFP, the following signed documents, all of which shall be incorporated into the agreement by this reference: (a) EDGAR Certifications; (b) Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion; (c) Drug-Free Workplace Certification; (d) Non-Collusion Affidavit; and (e) Disclosure of Potential Conflict of Interest and Conflicting Employment or Contractual Relationship.
- (i) **Funding Out.** Each payment obligation of the Customer created by this agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, this agreement may be terminated by the Customer at the end of the period for which funds are available. If such event occurs, then the Customer shall notify Kelly at the earliest possible time before such termination. No penalty shall accrue to the Customer in the event this provision is exercised, and the Customer shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section.

8) TIME, BILLING AND AUTOMATED SCHEDULING

(a) Documentation of Time Worked.

The Customer agrees to review documentation of time worked by the Assigned Employees in the designated scheduling system. In a system with a time approval feature, the Customer agrees to approve and sign, by signature or electronic means, record of time worked by the Assigned Employees and will designate one or more representatives to approve the time record on its behalf. If the Customer representative is unavailable, the Kelly representative responsible for the Customer assignment (or other Kelly representative authorized by Customer) may approve the record on Customer’s behalf or it may be approved in accordance with (b) below. Customer will use reasonable efforts to assist Kelly in the retrieval of missing or unsubmitted substitute teacher time sheets.

(b) Submission and Approvals

Electronic approvals in scheduling systems with time approval features require the following:

- i) Substitute teachers will submit time for approval each week. The Customer must approve time entries by Tuesday at 11:59 PM. The Customer will make reasonable efforts to ensure that approving managers take approval action on Tuesday and adhere to this schedule to expedite substitute payroll.
- ii) Approved time for a given week-ending date will be gathered from the system on Mondays, Tuesdays, and Wednesdays. On Wednesdays after 12:00 am, all non-rejected time sheets that have been submitted for approval will be considered approved-in-full by the school and sent for payroll processing.
- iii) All Customer representatives who approve the time entries of the Assigned Employees must have school-issued, active e-mail accounts.

- iv) Each school should assign an administrator to approve substitute time sheets each week. A backup administrator should also be designated to approve time sheets in the event of the first administrator's absence.
- v) All adjustments to approved time will be handled outside of the scheduling system. The scheduling system will not be updated to reflect the adjusted values.

(c) Non-Exempt Employees and Overtime

i) **Non-exempt Employees.**

Some Kelly Employees may be deemed as non-exempt employees under federal or state wage and hour laws (e.g., (1) states that designate teachers as non-exempt, (2) licensed teachers not performing the customary duties of a classroom teacher, or (3) Kelly Employees that are not licensed teachers and assigned to perform clerical, administrative, janitorial, or cafeteria duties). Kelly Employees who are designated as non-exempt or are performing non-exempt work are entitled to overtime pay.

ii) **Overtime; Meal and Rest Periods.**

Kelly shall pay nonexempt Kelly Employees overtime pay in accordance with applicable federal and state law at a rate of one and one-half times their regular rate of pay for all hours worked over 40 hours in any given workweek and bill the Customer accordingly.

Kelly shall adjust its overtime payments to comply with state laws that may impose additional or different requirements than federal law and bill the Customer accordingly. For example, under California's wage and hour law, nonexempt employees must be paid overtime for any hours worked in excess of eight hours in one workday or 40 hours in one workweek.

Kelly will base overtime pay on hours actually worked. For example, hours paid for vacation, holiday, sick, or paid time off will not be included in calculating overtime.

In those states that require non-exempt employees to have meal and rest periods, non-exempt Kelly Employees must accurately record their meal and rest periods in accordance with Section 8 (a) above.

(d) Automated Scheduling

- i) Kelly may provide a scheduling system for automated scheduling and absence reporting in some situations. Among other things, the program would enable Kelly to provide the Customer with certain reports and information related to regular teacher absences and substitute teacher staffing coverage and permit the Customer and its designated representatives to schedule regular teacher absences. Implementation of the scheduling system would require that the Customer provide certain information concerning the employment positions that the Agreement for Educational Staffing covers and the personnel currently in such positions.
- ii) Any information that the Customer provides Kelly for purposes of implementing the scheduling system will be used in connection with the educational staffing services that Kelly provides. Kelly will not use such information for any other purpose without the Customer's prior written consent.
- iii) Information in reports that Kelly furnishes to the Customer which are generated based on the scheduling system will contain information that the Customer's personnel provide upon accessing and using the scheduling system. Accordingly, the accuracy of such information depends on the accuracy of the information provided by the Customer's personnel. The Customer will be solely responsible for verifying the accuracy of such information.

9) WORKERS' COMPENSATION AND LIABILITY INSURANCE

Kelly will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

- (a) **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;
- (b) **Employer's Liability.** Employer's Liability insurance with a limit of \$1,000,000;
- (c) **Commercial General Liability.** Commercial general liability insurance with a \$1,000,000 per occurrence and includes bodily injury and property damage coverage;
- (d) **Commercial Automobile Liability.** Commercial automobile liability insurance with a \$2,000,000 combined single limit on vehicles owned, leased, or rented by Kelly while performing under this Agreement;
- (e) **Umbrella Liability Insurance.** Umbrella liability insurance to be used in excess of the liability policies with \$15,000,000 combined single limit per occurrence; and

- (f) **Commercial Blanket Bond.** A commercial blanket bond with limits of \$3,000,000 in the aggregate per occurrence and includes coverage of employee dishonesty to the extent Kelly failed in its responsibilities in Section 3 of this Agreement.

Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods. Insurance certificate(s) reflecting the required coverages shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured.

10) INDEMNIFICATION BY KELLY

- (a) Kelly will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:
 - i) Kelly's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Kelly's capacity as the general employer of the Assigned Employees;
 - ii) Breach of any obligation of Kelly contained in this Agreement; or
 - iii) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Customer by any Kelly employees or, in the event of death, by their personal representatives.
- (b) Kelly's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Customer's failure to fulfill its duties under Section 4, (iii) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (iv) the extent that Customer is required to indemnify Kelly against such Damages under Section 11.

11) INDEMNIFICATION BY CUSTOMER

- (a) To the extent permitted by law, subject to the limitations of §768.28, Florida Statutes, Customer will indemnify, defend and hold harmless Kelly and its directors, officers, employees and agents from and against all damages imposed upon or incurred by Kelly, other than for job-related bodily injury or death of an Assigned Employee, arising out of any of the following:
 - i) Customer's failure to comply with its obligations under applicable laws, regulations or orders; or
 - ii) Notwithstanding any language in this contract to the contrary, nothing in this indemnification agreement shall be construed or interpreted to increase the scope or dollar limit of the Customer's liability beyond that which is set forth in 768.28 Fla. Stat. or to otherwise waive Customer's sovereign immunity. Customer shall not indemnify any party for attorney's fees or costs other than those court costs which are set forth by Florida Statutes or other Florida law as recoverable costs of court.
- (b) Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential damages or (ii) to the extent any damages are caused by any negligent act or omission or intentional misconduct of Kelly, its officers, employees or agents.

Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages, (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of Kelly, its officers, employees or agents, or (iii) to the extent any damages are caused by any negligent act or omission or intentional misconduct of any person, firm, organization or legal entity other than the School Board of Clay County, Florida, or its officers, employees or agents.

12) NOTIFICATION OF CLAIMS

- (a) Customer and Kelly agree (i) to notify each other in writing of any asserted claim within twenty (20) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Kelly or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.
- (b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of Kelly must be obtained from the Kelly Law Department in Troy, Michigan.

13) TERM; TERMINATION

If all deadlines are met, the term of this Agreement begins as of the date first shown above and will continue in effect for five (5) years unless canceled by either party upon allowing not less than ninety (90) days prior written notice to the other. The School Board reserves the right to renew this contract for an additional contract period upon mutual agreement, in writing. Kelly reserves the right to terminate this Agreement immediately in the event of non-payment. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination.

14) NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, fulltime employees (i.e. employee working for Kelly in a role other than as "Assigned Employee") during the term of this Agreement and for a period of twelve (12) months thereafter. This provision shall not apply to a party's generalized recruiting practices.

15) MISCELLANEOUS (a) Notices

- i) Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by e-mail or other transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.
- ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received
(a) on the date delivered, if delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

16) Severability; Waiver

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

17) Assignment

Neither Kelly nor Customer may assign this Agreement (whether in whole or in part) without the prior written consent of the other party; provided that Kelly may use its affiliates to fulfill any or all of its obligations hereunder without securing Customer's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

18) Independent Contractor

In its performance of this Agreement, Kelly will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be construed to make Kelly an agent, partner or joint venturer of Customer.

19) Force Majeure

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party hereunder), when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, pandemic, earthquake or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this Agreement; (vi) action by any governmental authority; (vii) national or regional emergency; (viii) strikes, labor stoppages or slowdowns or other industrial disturbances; and (ix) shortage of adequate power or transportation facilities. The party suffering a force majeure event shall give notice within five (5) days of the force majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such force majeure event are minimized.

20) Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

(g) Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

(h) Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without giving effect to any choice or conflict of law provision or rule. Venue for any legal action arising out of this agreement shall be brought in the State courts located In Clay County, Florida.

(i) Entire Agreement

This Agreement, its exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

KELLY SERVICES, INC.

THE SCHOOL BOARD OF CLAY COUNTY

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

DRAFT

**EXHIBIT A
PRICING FOR KELLY EDUCATION**

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Staffing between Kelly Services, Inc. and The School Board of Clay County, dated July 1, 2024.

1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
Substitute Teacher (Transitional Emergency Sub)	\$13.00	Hourly	1.2697	\$16.51
ECE Teacher - HS Diploma	\$14.00	Hourly	1.2697	\$17.78
Substitute Teacher - AA Degree	\$14.50	Hourly	1.2697	\$18.41
ECE Teacher - AA Degree	\$14.50	Hourly	1.2697	\$18.41
Substitute Teacher - BA Degree	\$15.00	Hourly	1.2697	\$19.05
ECE Teacher - BA Degree	\$15.00	Hourly	1.2697	\$19.05
Substitute Teacher - Master's Degree or Higher	\$16.75	Hourly	1.2697	\$21.27
ECE Teacher - Master's Degree	\$16.75	Hourly	1.2697	\$21.27
Substitute Teacher Assistant	\$13.00	Hourly	1.2697	\$16.51
Long Term Sub Teacher Pay - (11+ Days, Retro back to Day 1)	\$21.00	Hourly	1.2697	\$26.66
Long Term Sub Teacher Assistant Pay- District Approved Positions Only - (11+ Days, Retro back to Day 1)	\$15.00	Hourly	1.2697	\$19.05
Building Sub Teacher	\$17.25	Hourly	1.2697	\$21.90
Custodian Substitute	\$13.00	Hourly	1.2697	\$16.51
Cafeteria Assistant Substitute	\$13.00	Hourly	1.2697	\$16.51
Self-Contained ESE Teacher Assistant	\$14.00	Hourly	1.2697	\$17.78
Self- Contained ESE AA Teacher	\$15.50	Hourly	1.2697	\$19.68
Self- Contained ESE BA Teacher	\$16.00	Hourly	1.2697	\$20.32
Self- Contained ESE Master's Teacher	\$17.50	Hourly	1.2697	\$22.22

A signed Job Description is required for each position listed.

2. Pricing for Hiring a Kelly Assigned Employee

Customer agrees to pay a placement fee upon hiring the Kelly Assigned Employee to work in full- or part-time position of employment with the Customer. The placement fee is based on days worked. The fee schedule is set forth below.

1 – 90 days worked	Fee Waived
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Kelly will not charge Customer a placement fee for transition of Customer recruited or transitioned employees.

3. Short Notice Cancellation.

If a Kelly Assigned Employee has shown up for a Customer assignment on time, and Customer cancels the assignment without timely notice, due to reasons not related to the employee's performance, if Kelly is required to pay such Assigned Employee "show up time", Kelly will invoice Customer for such time up to four (4) hours.

KELLY SERVICES, INC.

The School Board of Clay County

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

DRAFT

JOB DESCRIPTION: SUBSTITUTE TEACHER

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

1) JOB TITLE: SUBSTITUTE TEACHER

Other job titles that a Substitute Teacher may be known by include (but are not limited to): Substitute Educator, Substitute Instructor, Guest Teacher, Guest Educator, Teacher on Call, and Relief Teacher, etc.

2) QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to assist implementing an instructional support program with students of varying ages and sizes.
- c) Ability to read, write and communicate in the English language fluently and effectively.
- d) Effective organizational, communication and interpersonal communication skills.
- e) Must be able to follow oral and written directions and have the ability to establish effective working relationships with District/School staff and students.
- f) Maintain student and school personnel confidentiality.
- g) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
- h) Manifests a positive role in school/community relations.
- i) Additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

3) REPORTS TO AND SUPERVISED BY:

District/School Principal and/or Building Administrator.

4) JOB GOAL:

Provide instruction for scheduled lessons, manage the classroom environment, and promote student learning in the absence of the regular District/School classroom teacher.

Dependent upon assignment, but always under direct supervision of District/School employees, this role may be working directly in a special education classroom, working in a general education classroom or environment, and/or working one-on-one with a student or small group of students.

5) RESPONSIBILITIES:

District/School employees are responsible for developing curriculum, planning instruction, evaluating academic and behavior progress, developing goals and objectives, providing day-to-day supervision of the Substitute Teacher, ensuring classrooms are adequately staffed, and communicating progress to parents.

Substitute Teachers work at all times under direction and supervision of School District employees, and shall exercise the following responsibilities:

- a) Report to school office at beginning of school day to pick up required materials/schedule of classes and at the end of the school day to return materials.
- b) Dress in a safe and appropriate manner including sensible footwear as described in the KE Standards of Professional Conduct.
- c) Follow sign in/sign out procedures as prescribed by the District/School principal.
- d) Assume duties of the regular District/School classroom teacher promptly and in accordance with school rules.
- e) Supervise students in out-of-class settings (e.g., assemblies, lunchroom) as directed and supervised by District/School principal.
- f) Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates students to learn and participate.
- g) Instruct students regarding a variety of classroom topics/courses of instruction, as determined by the School/District lesson plan.
- h) Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students. Address the various learning styles of students accordingly.
- i) Assign reasonable tasks and homework to students in accordance with the School/District lesson plans.
- j) Seek assistance from neighboring District/School teacher or building administrator if serious or disruptive student behavior problems occur.
- k) Take all necessary and reasonable precautions to protect equipment, materials, and facilities.
- l) Maintain and/or assist in maintaining classroom control that fosters a safe, positive environment for all students and staff in accordance with Kelly Services, District/School, state, and all applicable laws and regulations.
- m) Provide adequate supervision of students and classroom environment to assure health, welfare, and safety of all students.

- n) Allow all students to see the on-site nurse or visit the school clinic if and when they request to do so. The Substitute Teacher should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by School District personnel.
- o) Allow all students to use the restroom if and when they request to do so. The Substitute Teacher should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by School District personnel.
- p) Ensure that the students are never left unattended in the classroom.
- q) Report student injury, accidents, illness, and discipline problems to Kelly supervisor and District/School personnel immediately.
- r) Report all personal injury or school property damage and/or theft to Kelly supervisor and District/School personnel immediately.
- s) For long-term assignments, it may be required to develop lesson plans; devise, administer, and grade tests and assignments; participate in parent-teacher conferences; and attend school-related functions. (These activities may occur outside of normal school hours.)
- t) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- u) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

6) UNACCEPTABLE DUTIES/RESPONSIBILITIES.

Substitute Teachers employees shall not:

- (1) Use corporal punishment.
- (2) Lift more than 25 pounds.
- (3) Grant permission for a student to leave school before the regular dismissal time.
- (4) Detain a student after dismissal time.
- (5) Communicate information about a student or staff member with anyone but the District/School principal or department head.
- (6) Leave money or valuables in the classroom.
- (7) Leave students unsupervised at any time during the day.
- (8) Perform Bus driving, Driving education, and/or Crossing guard duties.
- (9) Teach a class that requires the use of laboratory, woodworking, metal shop, or any other dangerous equipment (Exception: if the lesson plan calls for book work or videos only. Kelly Education staff should never operate this type of machinery while on assignment).
- (10) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

For the physical safety of the students and the Substitute Teacher and to avoid KE being held liable for injuries, the Substitute Teacher shall not (perform work that will require or permit the following duties):

- (1) Administer medication.
- (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- (3) Have sole supervision of a playground.
- (4) Have sole supervision for releasing a student(s) onto a school bus or other vehicle.
- (5) Transport students in a motor vehicle.
- (6) Be alone with a student in a private setting.¹

The Substitute Teacher shall not be placed on special education assignments that require the following:

- (1) Participate or monitor activities involving feeding or breathing tubes.
- (2) Participate or monitor activities involving diapering, toileting and/or dressing involving personal undergarments.
- (3) Lead, direct or have sole supervision of students for bathroom assistance.
- (4) Physical restraint of a student.

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.

JOB DESCRIPTION: SUBSTITUTE AIDE

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: Kelly Education (KE) Substitute Aide

Other job titles that an aide may be known by include (but are not limited to): library aide, hallway monitor, recess monitor, computer center aide.

QUALIFICATIONS:

1. Meets state requirements for education qualifications.
2. Ability to lift materials and supplies up to 25 pounds, as well as assist in the implementation of an instructional support program with students of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with School District staff and students.
6. Maintain student and school personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education.
10. Dress in a safe and appropriate manner as described in the KE Standards of Professional Conduct.

REPORTS TO AND SUPERVISED BY:

School Principal and/or Assigned District/School Professional Employee, including teachers.

JOB GOAL:

To assist, support, and work closely with supervising district professional employees or teacher members in providing non-instructional support to teachers and other district professional employees such as librarians, attendance officers, or office personnel.

Dependent upon assignment, but always under direct supervision of District/School professional employees, this role may work in a general education classroom, school office, or anywhere within the school environment indoors or outdoors as required. The role of the KE Substitute Aide is to do the routine and non-instructional activities assigned by the district professional employee that allows the district employee to complete other non-routine portions of their job. The KE Substitute Aide may be asked to do activities including but not limited to: making copies, checking objective tests, taking attendance, filing, monitoring the hallway or recess yard under supervision, putting up bulletin boards or notices, create lists or charts for teachers or staff, arranging the learning environment, distributing and collecting materials, completing a variety of clerical duties, or assistance with classroom snack materials, preparation, and clean-up.

SCOPE OF RESPONSIBILITY:

KE Substitute Aides work at all times under the direction and supervision of District/School professional employees on tasks that are of a routine or non-instructional nature.

The Substitute Aide must:

- a) Allows all students to see the on-site nurse or visit the school clinic if and when they request to do so. The KE Substitute Aide should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- b) Allows all students to use the restroom if and when they request to do so. The KE Substitute Aides should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- c) Adheres to the Kelly Education Standards of Professional Conduct.

- d) Immediately notify Kelly Education of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- e) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

As a support role, KE Substitute Aides should not:

- Use corporal punishment.
- Have sole supervisory responsibility.
- Prepare lesson plans.
- Develop curricular materials.
- Provide direct instruction in place of a teacher.
- Introduce new content or skills.
- Assign grades to students.
- Give students a final grade and/or determine whether a student should pass or fail.
- Have contact with a parent.
- Serve as substitute teachers unless they are qualified, trained, and approved to do so by Kelly Education.
- Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

For the physical safety of the students and/or the KE Substitute Aide and to avoid KE being held liable for injuries, the following duties shall not be performed:

- Administer medication.
- Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- Provide sole supervision of a playground.
- Provide sole supervision for releasing a student(s) onto a school bus or other vehicle.
- Transport students in a motor vehicle.
- Be alone with a student in a private setting (this includes In-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students, and/or assignments without on-site supervision from district/school personnel).

Additionally, KE Aides should not be placed on assignments that require a KE employee to perform the following duties:

- Physically restrain a student.
- Administer feeding or breathing tubes.
- Participate or monitor activities involving student diapering or toileting activities.
- Participate or monitor activities related to any medical impairment(s).
- Lifting over 25 pounds.

I have reviewed and read a copy of the KE Substitute Aide job description. I agree that this job description accurately describes the duties and responsibilities of the KE Substitute Aide position.

JOB DESCRIPTION: EARLY CHILDHOOD EDUCATION (ECE) SUBSTITUTE TEACHER

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: Early Childhood Education (ECE) Substitute Teacher

Other job titles that Early Childhood Education Substitute Teachers may be known by include (but are not limited to): Learning Support Assistant, Infant Lab/Kids Tech, Early Childhood Education Facilitator, Early Childhood Teacher, Lead Teacher, Head Teacher, Group Supervisor (Dependent on each state)

QUALIFICATIONS:

1. Meets state requirements for education/experience qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with children of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with staff and children.
6. Maintain child and center personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Center/District may find appropriate and acceptable and as agreed upon in writing by Kelly.
10. Dress in a safe and appropriate manner as described in the Kelly Standards of Professional Conduct.

REPORTS TO AND SUPERVISED BY:

Center/District Director. Kelly Early Childhood Education Substitute Teachers will work under the direct supervision of District/School/Center employees and receive day-to-day and all classroom specific instruction from the Center/District Director or Director’s delegate.

JOB GOAL:

To assist, support, and work closely with supervising district/school teachers, administrators, and other team members in providing educational benefit for children. Tend to and protect children’s physical, emotional, and social needs as well as routine care needs, including feeding, napping, diapering, per state licensing regulations.

RESPONSIBILITIES:

Substitute Teachers work at all times under direction and supervision of Center/District employees. In the absence of the full-time Early Childhood Education teacher, the substitute Early Childhood Education teacher is responsible for facilitating learning and teaching in integrated, inclusive Early Childhood Education classrooms (ages 0 to 5).

Duties of the substitute Early Childhood Education teacher may include implementing children’s educational programs, supporting and following through with children’s goals and accommodations, facilitating small and large group instruction, and performing daily administrative functions. The substitute Early Childhood Education teacher may be required to tend to the personal needs of children including lifting, holding, diapering, feeding and potty training, preparing class materials, performing clerical duties, and preparing and disinfecting room and toys. Any physical touching required by the Early Childhood Education facilitator should be relevant to the duties of the job.

Additional responsibilities include:

- a) Follow sign in/sign out procedures as prescribed by the Center/District/School Director.
- b) Assume duties of the regular Center/District/School classroom teacher promptly and in accordance with school rules.
- c) Complies with all building and administrative procedures and schedules. Promotes the proper use and care of school property.
- d) Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates children to learn and participate.

- e) Instruct children regarding a variety of classroom topics/courses of instruction, as determined by the Center/School/District lesson plan.
- f) Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the children. Address the various learning styles of children accordingly.
- g) If serious or disruptive student behavior problems occur, seek assistance from a neighboring Center/District/School teacher or Director.
- h) Take all necessary and reasonable precautions to protect equipment, materials, and facilities.
- i) Uphold computer technology acceptable use policies.
- j) Maintain and/or assist in maintaining classroom control that fosters a safe, positive environment for all children and staff in accordance with Kelly Services, Center/District/School, state, and all applicable laws and regulations.
- k) Provide supervision of children and classroom environment to assure health, welfare, and safety of children.
- l) Allows all children to use the restroom (under direct supervision) if and when they request to do so. The Kelly Substitute Educator should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by Center/School/District personnel.
- m) Ensures that the children are never left unattended in the classroom.
- n) Report student injury, accidents, illness, and discipline problems to Center/District/School and Kelly supervisor immediately.
- o) Report all personal injury or school property and/or theft to Center/District/School and Kelly supervisor immediately.
- p) May include working with students with special needs.
- q) May include routinely sanitizing and disinfecting classroom and objects.
- r) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- s) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

Kelly Early Childhood Substitute Teacher employees shall not:

1. Use corporal punishment.
2. Lift more than 25 pounds.
3. Communicate information about a student or staff member with anyone but the Center/District/School Director
4. Leave money or valuables in the classroom.
5. Leave children unsupervised at any time during the day.
6. Perform Bus driving, Driving Education, and/or Crossing guard duties.
7. Administer breathing or feeding tubes.
8. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.

For the physical safety of the children and/or the Kelly Early Childhood Education Substitute Teacher and to avoid Kelly being held liable for injuries, the following duties shall not be performed:

1. Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
2. Have sole supervision of a playground unless at the Center/School/District's direction.
3. Have sole supervision for releasing a student(s) onto a school bus or other vehicle, unless at the Center/School/District's direction.
4. Transport children in a motor vehicle.
5. Be alone with a student in a private setting off site or assignments without on-site supervision from district/school personnel.
6. Administer medication unless at the Center/School/District's direction.

JOB DESCRIPTION: EARLY CHILDHOOD EDUCATION (ECE) SPECIAL EDUCATION SUBSTITUTE AIDE

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: Early Childhood Education (ECE) Substitute Aide

Other job titles that Early Childhood Education Substitute Aids may be known by include (but are not limited to):

Learning Support Aide, Early Childhood Education Facilitator Aide, Early Childhood Aide, Aide, Group Supervisor Aide (Dependent on each state)

QUALIFICATIONS:

1. Meets state requirements for education/experience qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with children of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with staff and children.
6. Maintain child and center personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Center/District may find appropriate and acceptable and as agreed upon in writing by Kelly Educational Staffing.
10. Dress in a safe and appropriate manner as described in the Kelly Standards of Professional Conduct.
11. Must meet all state and local requirements that would allow the employee to work with special needs students.

REPORTS TO AND SUPERVISED BY:

Center/District Director. Early Childhood Education Substitute Aides will work under the direct supervision of District/School/Center employees and receive day-to-day and all classroom specific instruction from the Center/District Director, classroom teacher, or Director's delegate.

JOB GOAL:

To assist, support, and work closely with supervising district/school teachers, administrators, and other team members in providing educational benefit for children. Tend to and protect children's physical, emotional, and social needs as well as routine care needs, including feeding, napping, diapering, per state licensing regulations.

RESPONSIBILITIES:

Early Childhood Education Substitute Aides work at all times under direction and supervision of Center/District employees. In the absence of the full-time Early Childhood Education aide, the substitute Early Childhood Education aide is responsible for assisting with learning and teaching in integrated, inclusive Early Childhood Education classrooms (ages 0 to 5).

Duties of the substitute Early Childhood Education aide may include implementing children's educational programs, supporting and following through with children's goals and accommodations, facilitating small and large group instruction, and performing daily administrative functions. The substitute Early Childhood Education aide may be required to tend to the personal needs of children including lifting, holding, diapering, feeding and potty training, preparing class materials, performing clerical duties, and preparing and disinfecting room and toys. Any physical touching required by the Early Childhood Education aide should be relevant to the duties of the job.

Additional responsibilities include:

- a) Follow sign in/sign out procedures as prescribed by the Center/District/School Director.
- b) Assume duties of the regular Center/District/School classroom teacher promptly and in accordance with school rules.
- c) Complies with all building and administrative procedures and schedules. Promotes the proper use and care of school property.
- d) Implement existing lesson plans in a manner that ensures the integrity of academic time, and motivates children to learn and participate.

- e) Instruct children regarding a variety of classroom topics/courses of instruction, as determined by the Center/School/District lesson plan.
- f) Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the children. Address the various learning styles of children accordingly.
- g) If serious or disruptive student behavior problems occur, seek assistance from a neighboring Center/District/School teacher or Director.
- h) Take all necessary and reasonable precautions to protect equipment, materials, and facilities.
- i) Uphold computer technology acceptable use policies.
- j) Maintain and/or assist in maintaining classroom control that fosters a safe, positive environment for all children and staff in accordance with Kelly Services, Center/District/School, state, and all applicable laws and regulations.
- k) Provide supervision of children and classroom environment to assure health, welfare, and safety of children.
- l) Allows all children to use the restroom (under direct supervision) if and when they request to do so. The Kelly Substitute Educator should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by Center/School/District personnel.
- m) Ensures that the children are never left unattended in the classroom.
- n) Report student injury, accidents, illness, and discipline problems to Center/District/School and Kelly supervisor immediately.
- o) Report all personal injury or school property and/or theft to Center/District/School and Kelly supervisor immediately.
- p) May include working with students with special needs.
- q) May include routinely sanitizing and disinfecting classroom and objects.
- r) Immediately notifies Kelly Education of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- s) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

Kelly Early Childhood Substitute Aide employees shall not:

- Use corporal punishment.
- Lift more than 25 pounds.
- Communicate information about a student or staff member with anyone but the Center/District/School Director
- Leave money or valuables in the classroom.
- Leave children unsupervised at any time during the day.
- Perform Bus driving, Driving Education, and/or Crossing guard duties.
- Participate or monitor activities involving breathing or feeding tubes.
- The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.

For the physical safety of the children and/or the Kelly Early Childhood Education Substitute Aide and to avoid Kelly being held liable for injuries, the following duties shall not be performed:

- Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- Have sole supervision of a playground unless at the Center/School/District's direction.
- Have sole supervision for releasing a student(s) onto a school bus or other vehicle, unless at the Center/School/District's direction.
- Transport children in a motor vehicle.
- Be alone with a student in a private setting off site or assignments without on-site supervision from district/school personnel
- Administer medication unless at the Center/School/District's direction.

JOB DESCRIPTION: SUBSTITUTE CUSTODIAL WORKER

JOB TITLE: SUBSTITUTE CUSTODIAL WORKER. Other job titles that a substitute Custodial Worker may be known by include (but are not limited to): Janitor, Custodian, Maintenance Worker, etc.

QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to read, write and communicate in the English language fluently and effectively.
- c) Has effective organizational, communication and interpersonal communication skills.
- d) Must be able to follow oral and written directions and have the ability to establish effective working relationships with District/School staff and students.
- e) Must comply with school Safety Manual Rules and Regulations and OSHA requirements.
- f) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the school.
- g) Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

REPORTING STRUCTURE:

The Substitute Custodial Worker shall report to the School Principal or an authorized custodial manager or supervisor. Substitute Custodial Worker will receive day-to-day and all job-specific instruction from the School District.

JOB GOAL:

In the absence of a full-time Custodial Worker, the KE Custodial Worker will create a clean environment for students, staff and visitors in the assigned building. The Custodial Worker will act under the direction of the School District's full-time Custodial Manager or his or her designee, who has ultimate responsibility for designing and implementing custodial services.

RESPONSIBILITIES:

- a) Work at all times under direction and supervision of School District's full time, professional staff.
- b) Follow sign in and sign out procedures, as prescribed by the School District.
- c) Dresses in a safe and appropriate manner as described in the KE Standards of Professional Conduct.
- d) Assist in providing cleaning, maintenance and other custodial care services to the building and school grounds, under the direction and guidance of School District personnel.
- e) Follow the School District's cleaning and sanitation rules and procedures.
- f) Implement proper care, use, and safety of chemicals and equipment.
- g) Report any school building or grounds safety concerns, or faulty equipment to School District personnel.
- h) Report all personal injury or school property or theft to Kelly supervisor and District/School personnel immediately.
- i) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- j) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

UNACCEPTABLE DUTIES & RESPONSIBILITIES: The Custodial Worker shall not:

- a) Have any supervisory responsibility for students.
- b) Touch or be in any type of physical contact with students.
- c) Lift more than 25 pounds.
- d) For the physical safety of the students and the KE Custodian and to avoid KE being held liable for injuries, the Custodian shall not perform duties that will require or permit the following:
 - (1) Administer medication.
 - (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
 - (3) Be alone with a student in a private setting.¹
 - (4) One-on-one contact with special needs students including physical restraint or care.
- e) Deny any student the option to use the restroom if and when they request to do so unless otherwise directed by School District personnel.
- f) Deny any student the option to see the on-site nurse or visit the school clinic if and when they request to do so unless otherwise directed by School District personnel.

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.

- g) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

DRAFT

JOB DESCRIPTION: FOOD SERVICE WORKER

1) JOB TITLE: FOOD SERVICE WORKER (SUBSTITUTE)

Other job titles that a Substitute Food Service Worker may be known by include (but are not limited to): Culinary Worker, Cafeteria Worker, and School Nutrition Worker, etc.

2) QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to read, write and communicate in the English language fluently and effectively.
- c) Has effective organizational, communication and interpersonal communication skills.
- d) Must be able to follow oral and written directions and have the ability to establish effective working relationships with School District staff and students.
- e) Must comply with school Safety Manual Rules and Regulations and OSHA requirements.
- f) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the school.
- g) Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

3) REPORTING STRUCTURE

- a) The Substitute Food Service employee will report to the School Principal or Assigned School District Food Service Manager.
- b) The Substitute Food Service Worker will receive day-to-day and all job-specific instruction from the School District.

4) JOB GOAL

- a) In the absence of the School District full-time Food Service Worker, the Substitute Food Service Worker provides food service assistance and direct services to students.
- b) The Substitute Food Service Worker shall work under the direction of the School District’s full-time Food Services Manager or other designee, who has ultimate responsibility for designing and implementing food preparation and services.

5) SCOPE OF RESPONSIBILITY

The Substitute Food Service Workers work at all times under direction and supervision of School District full-time, professional employees.

- a) Follow sign in/sign out procedures as prescribed by the School District personnel
- b) Assist in providing food service preparation and services to students, and other related kitchen duties, under the direction and guidance of School District personnel.
- c) Dresses in a safe and appropriate manner as described in the KE Standards of Professional Conduct
- d) Follow all food safety and storage rules.
- e) Follow all established sanitation procedures.
- f) Operate all mechanical kitchen equipment correctly and safely.
- g) Assist in money and meal accountability.
- h) Cooperate with the School Food Service Manager to provide a positive and inviting dining experience for students and faculty.
- i) Report all personal injury or school property and/or theft to Kelly supervisor and School District personnel immediately.
- j) Allows all students to see the on-site nurse or visit the school clinic, if and when they request to do so. The Substitute Food Service Worker should never make judgment calls as to the authenticity of a student’s request in this regard, unless otherwise directed by School District personnel.
- k) Allows all students to use the restroom, if and when they request to do so. The Substitute Food Service Worker should never make judgment calls as to the authenticity of a student’s request in this regard, unless otherwise directed by School District personnel.

- l) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- m) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

6) UNACCEPTABLE DUTIES/RESPONSIBILITIES

The Substitute Food Service Worker shall not:

- a) Have sole supervisory responsibility or any supervisory responsibility for students.
- b) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.
- c) For the physical safety of the students and the Substitute Food Service Worker and to avoid KE being held liable for injuries, the Substitute Food Service Worker shall not perform duties that will require or permit the following:
 - (1) Administer medication.
 - (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
 - (3) Have physical contact with a student.
 - (4) Have sole supervision of the cafeteria and/or food service area.
 - (5) Be alone with a student in a private setting.¹
 - (6) One-on-one contact with special needs students including physical restraint or meal assistance.
 - (7) Lifting more than 25 pounds.

School District will use Substitute Food Service Worker only in assignments consistent with the job descriptions for which KE places them, will not give duties to a Substitute Food Service Worker that the Substitute Food Service Worker must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the Substitute Food Service Workers' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.

JOB DESCRIPTION: PARAEDUCATOR

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position Paraeducator.

JOB TITLE: PARAEDUCATOR

Other job titles that paraeducator may be known by include (but are not limited to): Paraprofessional, Aide, Education Technician, Teacher Aide, Instructional Assistant, Classroom Assistant, Education Assistant, Learning Support Assistant, 1:1 Aide, and Teaching Assistant.

QUALIFICATIONS:

1. Meets state requirements for education qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with students of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with District/School staff and students.
6. Maintain student and District/School personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in District/School and community relations.
9. Such additional qualifications to the above as the District/School may find appropriate and acceptable and as agreed upon by Kelly Education (KE).
10. Dress in a safe and appropriate manner as described in the KE Standards of Professional Conduct.
11. Must successfully complete KE required training (and District/School specific training, if applicable) before starting any special education paraeducator assignments.

REPORTS TO AND SUPERVISED BY:

School Principal, Director of Special Education Program, Supervisor, and/or Assigned District/School Teacher. Paraeducator will receive day-to-day and all classroom-specific instruction from the District/School.

JOB GOAL:

To assist, support, and work closely with supervising district/schoolteachers, administrators, and other team members in providing educational benefit for students with special needs.

Dependent upon assignment, but always under direct supervision of District/School employees, this role may be working directly in a special education classroom, working in a general education classroom or environment, and/or working one-on-one with a student or small group of students.

SCOPE OF RESPONSIBILITY:

Paraeducators work at all times under direction and supervision of District/School professional employees. District/School employees are responsible for developing curriculum, planning instruction, evaluating academic and behavior progress, developing goals and objectives, providing day-to-day supervision of the Paraeducator, ensuring classrooms are adequately staffed, and communicating progress to parents.

Paraeducator provides classroom assistance to students with special needs and to the assigned District/School teacher, who has ultimate responsibility for designing and implementing educational programs, activities and services.

The District/School teacher prepares the lessons, plans the instructional support activities the Paraeducator carries out, and evaluates the achievement of the students with whom the Paraeducator is working; and the Paraeducator works in close and frequent proximity and under the direction and guidance of the supervising District/School teacher(s). Under the guidance of the classroom teacher, the Paraeducator must:

- a) Allow all students to see the on-site nurse or visit the school clinic if and when they request to do so. The Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by District/School personnel;
- b) Allow all students to use the restroom if and when they request to do so. The Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by District/School personnel. Bathrooming and;
- c) All other personal hygiene supports require a code of human dignity. After being trained by the District/School, the Paraeducator may need to assist in toileting activities with a student with significant needs. The Paraeducator will only assist in this regard under the direction and direct supervision of the District/School.

KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
Fully trained*, the contact aligns with your job description, and is a part of the
Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

As a support role, Paraeducator employees should not:

- Have sole supervisory responsibility.
- Prepare lesson plans.
- Use corporal punishment.
- Develop curricular materials.
- Provide direct instruction in place of a teacher.
- Introduce new content or skills.
- Assign grades to students.
- Give students a final grade and/or determine whether a student should pass or fail.
- Sole responsibility for contact with a parent to discuss a student's IEP, progress or placement decision.
- Serve as substitute teachers.
- Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

For the physical safety of the students and/or the Paraeducator and to avoid KE being held liable for injuries, the following duties shall not be performed:

- Administer medication.
- Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- Have sole supervision of a playground.
- Have sole supervision for releasing a student(s) onto a school bus or other vehicle.
- Transport students in a motor vehicle.
- Be alone with a student in a private setting (this includes In-house teaching, visiting a student's home for any reason, and/or assignments without on-site supervision from District/School personnel).

Additionally, KE Permanent Paraeducators should not be placed on special education/needs assignments that require a KE Permanent Paraeducator to perform the following duties:

- Participate in activities involving or equipment for feeding or breathing tubes.
- Lead, direct or have sole supervision of students for bathroom support/assistance.
- Physical restraint of a student with special needs, unless the Paraeducator holds a current certification and is consistent with district/school's approved crisis intervention strategy program and the student's IEP requirements.
- Lifting more than 25 pounds

In this role supporting the Special Education environment, the Paraeducator may be required to physically move or touch a student as part of executing their responsibilities. In the event Paraeducator is assigned to a special needs position where the job requires physical contact—that employee must be certified in the district/school's preferred crisis intervention strategy/restraint training and that contact must be age-appropriate, must be performed at the direction of or under the direct supervision of District/School personnel and consistent with district/school's approved crisis intervention strategy program and the student's IEP requirements, and must be directly related to the duties of the position and/or situationally appropriate.

School District will use KE Permanent Paraeducators employees only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Permanent Paraeducators employee that KE Permanent Paraeducators employee must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the KE Permanent Paraeducators employees' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

JOB DESCRIPTION: SUBSTITUTE PARAEDUCATOR

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: SUBSTITUTE PARAEDUCATOR

Other job titles that a Substitute Paraeducator may be known by include (but are not limited to): Paraprofessional, Education Technician, Teacher Aide, Instructional Assistant, Classroom Assistant, Education Assistant, Learning Support Assistant, and Teaching Assistant

QUALIFICATIONS:

1. Meets state requirements for education qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with students of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with School District staff and students.
6. Maintain student and school personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education.
10. Dress in a safe and appropriate manner as described in the KE Standards of Professional Conduct.

REPORTS TO AND SUPERVISED BY:

School Principal and/or Assigned District/School Teacher. Kelly Substitute Paraeducator will receive day-to-day and all classroom-specific instruction from the District/School.

JOB GOAL:

To assist, support, and work closely with supervising district/school teachers, administrators, and other team members in providing educational benefit and instructional support for students. Paraeducators may provide educational and instructional support for students in the areas of academic or learning, social interaction, behavioral, safety, communication, or mobility.

Dependent upon assignment, but always under direct supervision of District/School employees, this role may be working directly in a dedicated special education classroom, a resource room, a general education classroom, or anywhere in the school environment where students are receiving instruction. Under direct supervision of District/School employees, Paraeducators may be working with a student one-on-one or with a small group of students.

RESPONSIBILITIES:

Substitute Paraeducators work at all times under direction and supervision of District/School professional employees. District/School employees are responsible for developing curriculum, planning instruction, evaluating academic and behavior progress, developing goals and objectives, providing day-to-day supervision of the Substitute Paraeducator, ensuring classrooms are adequately staffed, and communicating progress to parents.

In the absence of the full-time Paraeducator, the Substitute Paraeducator provides classroom assistance to special needs students and to the assigned District/School teacher, who has ultimate responsibility for designing and implementing educational programs, activities and services.

The District/School teacher prepares the lessons, plans the instructional support activities the Substitute Paraeducator carries out, and evaluates the achievement of the students with whom the Substitute Paraeducator is working; and the Substitute Paraeducator works in close and frequent proximity and under the direction and guidance of the supervising District/School teacher(s). Under the guidance of the classroom teacher, the KE Substitute Paraeducator must:

- a) Allows all students to see the on-site nurse or visit the school clinic if and when they request to do so. The KE Substitute Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- b) Allows all students to use the restroom if and when they request to do so. The KE Substitute Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- c) Adheres to the Kelly Education Standards of Professional Conduct.

- d) Immediately notifies Kelly Education of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- e) The KE Substitute Paraeducator may need to assist with basic or routine hygiene activities involving the student's face or hands. These activities must be performed at the direction of or under the direct supervision of District/School personnel and must be directly related to the duties of the position. For example, assistance with handwashing or wiping the student's face.
- f) For your own safety as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between you and students. This policy is located in the Kelly Education Handbook Addendum, reference Section: KELLY EDUCATION 'S.A.F.E TOUCH' POLICY.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

As a support role, KE Substitute Paraeducator employees should not:

- Have sole supervisory responsibility for the duration of the school day assignment.
- Prepare lesson plans.
- Use corporal punishment.
- Develop curricular materials.
- Provide direct instruction in place of a teacher.
- Introduce new content or skills.
- Assign grades to students.
- Give students a final grade and/or determine whether a student should pass or fail.
- Sole responsibility for contact with a parent to discuss a student's IEP, progress, or placement decision.
- Serve as substitute teachers unless they are qualified, trained, and approved to do so by Kelly Education.

For the physical safety of the students and/or the KE Substitute Paraeducator and to avoid KE being held liable for injuries, the following duties shall not be performed:

- Administer medication.
- Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- Provide sole supervision of a playground.
- Provide sole supervision for releasing a student(s) onto a school bus or other vehicle.
- Transport students in a motor vehicle.
- Be alone with a student in a private setting (this includes In-house teaching, visiting a student's home for any reason, and/or assignments without on-site supervision from district/school personnel).
- Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.
- Lifting more than 25 pounds.

Additionally, KE employees should not be placed on special education/needs assignments that require a KE employee to perform the following duties:

- Physical restraint of a student.
- Participate or monitor activities involving feeding or breathing tubes.
- Participate or monitor activities involving student diapering or toileting activities.



SUBMIT RFP TO:
SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT

800 Center Street
Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 33 Pages	RFP WILL BE OPENED AT: 2:00 P.M., February 7, 2024 <small>and may not be withdrawn within 90 days after such date and time.</small>	RFP NO. 23-BA-130
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POSTING TIME & DATE 1:00 P.M. November 30, 2023	PURCHASING DEPARTMENT REPRESENTATIVE Shelly Vongchanta, Coordinator of Purchasing Email: shelly.vongchanta@myoneclay.net	RFP TITLE TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES
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VENDOR NAME VENDOR MAILING ADDRESS CITY-STATE-ZIP TELEPHONE NUMBER: () FAX NUMBER: () EMAIL ADDRESS:	"NO RFP" REASON FOR NOT SUBMITTING RFP <small>To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.</small> <hr/> AUTHORIZED SIGNATURE (MANUAL) <hr/> AUTHORIZED SIGNATURE (TYPED or PRINTED) <hr/> TITLE
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I hereby certify that I am submitting the following information as my firm's (Bidder) RFP and am authorized by Vendor/Contractor/Bidder to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

- SIGNATURE REQUIRED CHECKLIST:**
- Documents shall be submitted with RFP
 - REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)
 - SPECIAL CONDITIONS (Page 10)
 - PRICING TABLES (Page 24)
 - EDGAR CERTIFICATION (Page 27)
 - CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 28)
 - DRUG-FREE WORKPLACE CERTIFICATION (Page 29)
 - NON-COLLUSION AFFIDAVIT (Page 30)
 - DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 31)
 - BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 32)

- SUBMITTAL REQUIRED CHECKLIST:**
- Documents submitted with RFP.
 - APPLICANT STATEMENT-BACKGROUND INFORMATION (Page 33)

GENERAL CONDITIONS

SEALED RFP REQUIREMENTS: Unless otherwise specified, bidders shall use the form(s) furnished by the Purchasing Department, of the School Board of Clay County, Florida ("SBCC" or "District") and enter information only in the spaces where a response is requested. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of a RFP. Bidders may use an attachment as an addendum to the RFP if sufficient space is not available on the original form for the bidder to enter a complete response. For purpose of evaluation, the bidder shall indicate any and all variances from specifications, terms, and/or conditions regardless of how slight. If variations are not stated in the RFP, it shall be assumed that the product or service fully complies with the specifications, terms, and conditions herein.

BIDDER'S RESPONSIBILITY: It is the responsibility of the Bidder to be certain that all numbered pages of the RFP and all attachments thereto are received and all Addendum released are received prior to submitting a RFP without regard to how a copy of this RFP was obtained. All RFPs are subject to the conditions specified herein, on the attached RFP documents, and on any Addenda issued thereto.

RFP SUBMITTED: Completed RFP must be submitted in a sealed envelope with RFP number and name clearly typed or written on the front of the envelope. **RFPs must be time stamped in SBCC Purchasing Department on or before Due Date and Time listed on Acknowledgement Form. The address for RFP submittal, including hand delivery and overnight courier delivery, is indicated as: 800 Center Street, Green Cove Springs, Florida 32043.**

RFPs submitted by telegraphic, email, or facsimile transmission shall not be accepted. The Bidder is fully and completely responsible for the payment of all delivery costs associated with the delivery of their RFP or related material. Procurement and Warehousing Services shall not accept delivery of any RFP or related material requiring SBCC to pay for any portion of the delivery cost or the complete delivery cost.

EXECUTION OF RFP: RFP shall contain a manual signature of an authorized representative, officer or employee having authority to legally bind the company or firm in the space provided above. All RFPs must be completed in ink or typewritten. Use of erasable ink is not permitted.

If a price correction is necessary, draw a single line through the entered figure and enter the corrected figure or use an opaque correction fluid. All price corrections must be initialed by the person signing the RFP even when using opaque correction fluid. SBCC reserves the right to reject any RFP or RFP item completed in pencil or any RFP that contains illegible entries or price corrections not initialed.

PRICES QUOTED: Deduct discounts and quote firm net prices. Give both unit price and extended total. Prices must be stated in units to quantity specified in the RFP specification. In case of discrepancy in computing the amount of the RFP, the **Unit Price** quoted shall govern. Each item must be RFP separately and no attempt is to be made to tie any item or items in with any other item or items. All prices quoted shall be F.O.B. destination and freight prepaid (Bidder pays and bears freight charges). Awardee owns goods in transit and files any claims. Bidder is requested to offer a cash discount for prompt invoice payment, however such discounts shall not be considered in determining the lowest net cost for RFP evaluation purposes. Discount time shall be computed from the date of satisfactory delivery at place of acceptance or from receipt of correct invoice at the SBCC Accounts Payable Department, whichever is later. Cash or quantity discounts offered shall not be a consideration in determination of award of RFP(s).

TAXES: SBCC does not pay Federal Excise and State taxes. The applicable tax exemption number is shown on the Purchase Order.

MISTAKES: Bidders are expected to examine the specifications, delivery schedules, RFP prices and extensions, and all instructions pertaining to RFP. Failure to do so shall be at Bidder's risk.

CONDITION AND PACKAGING: It is understood and agreed that any item offered or shipped as a result of this RFP shall be new (current production model at the time of this RFP) unless otherwise specified. All containers shall be suitable for storage or shipment and all prices shall include standard commercial packaging.

SUBSTITUTIONS: SBCC SHALL NOT accept substitute shipments of any kind. Awardees are expected to furnish the brand quoted in their RFP once awarded by SBCC. Any substitute shipments shall be returned at the Awardee's expense.

MANUFACTURER'S NAMES AND APPROVED EQUIVALENTS: Any manufacturer's names, trade names, brand names, information, and/or catalog numbers listed in a specification are for information and not intended to limit competition. The bidder may offer any brand for which he is an authorized representative, which meets or exceeds the specification for any item(s). If RFPs are based on equivalent products, indicate the manufacturer's name and product number on the RFP form. Bidder shall submit cuts, sketches, and descriptive literature and/or complete specifications with their RFP. Reference to literature submitted with a previous RFP shall not satisfy this provision. The bidder shall also explain in detail the reason(s) why the proposed equivalent meets the specifications and should not be considered an exception thereto. The SBCC reserves the right to determine acceptance of item(s) as an approved equivalent. RFPs that do not comply with these requirements are subject to rejection. RFPs lacking any written indication of intent to RFP an alternate brand shall be received and considered in complete compliance with the specifications as listed on the RFP form. The Purchasing Department is to be notified of any proposed changes in (a) materials used, (b) manufacturing process, or (c) construction. However, changes shall not be binding upon the SBCC unless evidenced by a Change Notice issued and signed by authorized SBCC representative.

SAMPLES: Samples of items, when required, must be furnished free of expense within five (5) working days of request unless otherwise stated and, if not destroyed, will, upon request, be returned at the Bidder's expense. Bidders shall be responsible for removal of all samples furnished within 30 days after RFP opening or samples shall be disposed of. Each individual sample must be labeled with Bidder's name, RFP number and item number. Failure of Bidder to either deliver required samples or to clearly identify samples as indicated may be reason for rejection of RFP item. Unless otherwise indicated, samples should be delivered to SBCC Purchasing Department, 800 Center Street, Green Cove Springs, FL 32043.

DELIVERY: All deliveries shall be F.O.B. indicated destination, freight fully prepaid. Title to goods shall pass to SBCC upon receipt and acceptance at the destination unless indicated otherwise herein. Until acceptance, Contractor retains the sole insurable interest in the goods. SBCC shall not accept collect freight charges. Time of delivery is an important consideration for the SBCC in making the award. SBCC reserves the right to cancel any order, or any part thereof, without obligation if delivery is not made within the time specified. Any delivery made after cancellation of the order shall be returned at the Contractor's expense. Delivery shall be within the normal working hours of the user, Monday through Friday, excluding state holidays and days during which SBCC administration is closed.

AWARDS: In the best interest of the SBCC, the SBCC reserves the right to: 1) withdraw this RFP at any time prior to the time and date specified for the RFP opening; 2) make award(s) by individual item, group of items, all or none or combination thereof with one or more suppliers; 3) to acquire additional quantities at prices quoted on this RFP unless additional quantities are not acceptable, in which case, the RFP sheets must be noted "RFP IS FOR SPECIFIED QUANTITY ONLY."; 4) to reject any and all RFPs or waive any minor irregularity or technicality in RFPs received; and 5) when it is determined there is no competition to the lowest responsible bidder, evaluation of other RFPs are not required. Bidders are cautioned to make no assumptions unless their RFP has been evaluated as being responsive. Upon award of this RFP, the successful bidder shall be notified of award configuration in writing by Purchasing Department. Bidder who is awarded this contract resulting from this RFP is cautioned not to provide goods/services to any SBCC site or to any SBCC employee prior to receiving a purchase order issued by the SBCC Purchasing Department. Notification of award is not to be construed as authorization to provide goods/services. SBCC is not obligated to pay invoices for provision of goods/services for which SBCC Purchasing Department has not issued a purchase order, or invoices resulting from purchase order changes not authorized by SBCC. All awards made as a result of this RFP shall conform to applicable Florida Statutes and shall be governed by the laws of the State of Florida, and must have venue established in state court located in Clay County, Florida.

RFP OPENING: All RFPs shall be received no later than the date and time specified on the document. All RFPs received after that time shall not be considered. It is the bidder's responsibility to assure that their RFP is delivered at the proper time and place of the RFP opening. RFPs, which for any reason are not so delivered, shall not be considered. Public opening shall acknowledge receipt of RFPs only, details concerning pricing or the offering may not be announced. All RFPs submitted shall become public record in accordance with F.S. 119.071. RFP files may be examined during normal working hours by appointment.

PROPRIETARY INFORMATION: Pursuant to Chapter 119, Florida Statutes, RFPs received as a result of this RFP shall not become public record until thirty (30) days after the date of opening or until posting of the recommendation for award, whichever occurs first. Thereafter, all RFP documents or other materials submitted by all Bidders in response to this RFP shall be open for inspection by any person and in accordance with Chapter 119, Florida Statutes. To the extent a Bidder asserts any portion of its RFP is confidential and exempt, along with specific citations of the Florida Statutes establishing the confidentiality or exemption. Failure to identify the portions of the RFP claimed to be exempt or the specific statutory authority establishing the exemption shall be deemed a waiver by the Bidder that any unidentified portion of the RFP is confidential or exempt from disclosure under Chapter 119, Florida Statutes.

PUBLIC RECORDS REQUEST: All public records requests shall be administered by the District Records Office at 900 Walnut Street, Green Cove Springs, Florida 32043, phone 904.336-6500, or by email at: PRR@myoneclay.net The Public Records Request Procedure form is available online at <https://ccds.myoneclay.net/about-us/public-records-request>

INSPECTION, ACCEPTANCE & TITLE: Inspection and acceptance shall be at destination unless otherwise provided. Title to/or risk of loss or damage to all items shall be the responsibility of the Awardee until acceptance by the buyer unless loss or damage resulting from negligence by the buyer. If the materials or services supplied to SBCC are found to be defective or not conform to specifications, SBCC reserves the right to cancel the order upon written notice to the seller and return product at Awardee's expense.

PAYMENT AND INVOICING: Contractor shall be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices to the SBCC at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act. An original invoice referencing a SBCC purchase order number shall be submitted for payment to SBCC Accounts Payable Department, 814 Walnut Street, Green Cove Springs, FL 32043. Failure to follow these instructions may result in delay in processing invoices for payment.

GENERAL CONDITIONS

INSURANCE / LICENSES / PERMITS: Bidder, by virtue of submitting a RFP, shall be in full compliance with LIABILITY INSURANCE, LICENSES AND PERMITS as specified herein. Bidder shall take special notice that SBCC shall be named as an additional insured under the General Liability policy including Products Liability.

The insurance policies shall be issued by companies qualified to do business in the State of Florida. The insurance companies must be rated at least A- by AM Best. All policies must remain in effect during the performance of the contract.

Where Awardees are required to enter or go onto SBCC property to deliver materials or perform work or services as a result of a RFP award, the Awardee agrees to The Hold Harmless Agreement stated herein and shall assume the full duty obligation and expense of obtaining all necessary licenses, permits and insurance. The Awardee shall be liable for any damages or loss to SBCC occasioned by negligence of the Awardee (or agent) or any person the Awardee has designated in the completion of the Contract as a result of their RFP.

RFP BONDS / PERFORMANCE BONDS: RFP bonds, when required, shall be submitted with the RFP in the amount specified in Special Conditions. RFP bonds shall be returned to non-Awardees. After acceptance of RFP, SBCC shall notify the Awardee to submit a performance bond and certificate of insurance in the amount specified in Special Conditions. Upon receipt of the performance bond, the RFP bond shall be returned to the Awardee.

LICENSES, CERTIFICATIONS AND REGISTRATIONS: As of the RFP Opening Date, Bidder must have all Licenses, Certifications and Registrations required when performing the services as described herein, in order for RFP to be considered a responsive and responsible RFP. Licenses, Certifications and Registrations required for this RFP shall be as required by Chapter 489, Florida Statutes, as currently enacted or as amended from time to time; by the State Requirements for Educational Facilities (SREF), latest version; and by SBCC. Bidder must submit a copy of all its current Licenses, Certifications and Registrations required as described herein, either with its RFP or within 24 hours upon request by SBCC.

An Awardee who has any License, Certification or Registration either suspended, revoked or expired after the date of the RFP Opening, shall provide notice to the Supervisor of Purchasing within five working days of such suspension, revocation or expiration. However, such suspension, revocation or expiration after the date of the RFP Opening shall not relieve the Awardee of its responsibilities under this RFP.

PATENTS & ROYALTIES: The Awardee, without exception, shall indemnify and save harmless SBCC and its employees from liability of any nature or kind, including cost and expenses for any copyrighted, patented, or unpatented invention, process, or article manufactured or used in the performance of the contract, including its use by SBCC. If the Awardee uses any design, device, or materials covered by letters, patent, or copyright, it is mutually understood and agreed without exception that the RFP prices shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

SAFETY STANDARDS / OSHA / MSDS: The Awardee warrants that the product supplied to SBCC shall conform in all respects to the standards set forth in the Occupational Safety and Health Act (OSHA), as amended, and the failure to comply with this condition shall be considered as a breach of contract. The bidder further certifies that if they are the successful bidder and delivered product is subsequently found to be deficient pursuant to any OSHA requirement in effect on the date of delivery, all costs necessary to bring the material, equipment, etc. into compliance with aforementioned requirements shall borne solely by the bidder. The Manufacturer, Importer, or Distributor of a toxic substance shall provide all Material Safety Data Sheets (MSDS) with their RFP. (See Florida's Right-To-Know Law, Chapter 442, Florida Statutes.)

ASBESTOS / FORMALDEHYDE / LEAD-FREE: All building materials, pressed boards, and furniture supplied to SBCC shall be **100% asbestos free. It is desirous that all building materials, pressed boards and furniture supplied to SBCC also be 100% formaldehyde free.** Bidder, by virtue of bidding, certifies by signing RFP that, if awarded this RFP, only building materials, pressed boards, and/or furniture that is **100% asbestos free** shall be supplied. All material supplied to SBCC must be 100% lead free. Bidder, by virtue of signing RFP, certifies that only materials or equipment that is 100% lead free shall be supplied to SBCC.

CONTRACT WORK HOURS & SAFETY STANDARDS ACT: (34 CFR 80.36(i)(6)): All Contractors, contractors and subcontractors shall comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor regulations (29 CFR part 5). Applies to all construction contracts awarded by the district and subgrantees in excess of \$2000, and in excess of \$2500 for other contracts which involve the employment of mechanics or laborers).

TOXIC SUBSTANCES IN CONSTRUCTION, REPAIR OR MAINTENANCE OF EDUCATIONAL FACILITIES: (Fla. Statute 1013-49: (1) All toxic substances enumerated in the Florida Substance List that are to be used in the construction, repair or maintenance of educational facilities have restricted usage provisions. (2) Before any such substance may be used the contractor shall notify the SBCC Superintendent or the SBCC Project Manager/Supervisor in writing at least three (3) working days prior to using the substance. The notification shall contain: (a) The name of the substance to be used; (b) Where the substance is to be used; and (c) When the substance is to be used. A copy of a material safety data sheet shall be attached to the notification for each such substance.

GOVERNMENTAL RESTRICTIONS: In the event any governmental restrictions may be imposed which would necessitate alteration of the material, quality, workmanship or performance of the items offered on this proposal prior to their delivery, it shall be the responsibility of the supplier to notify the Purchasing Department in writing at once indicating in their submittal the specific regulation that required an alteration. The SBCC reserves the right to accept any such alteration, including any price adjustments occasioned thereby, or to cancel the contract at no expense to the SBCC.

FACILITIES: SBCC reserves the right to inspect the Awardee's facilities at any time with prior notice. RFPs shall be considered only from firms which are regularly engaged in the business of providing the goods and/or services as described in this RFP, have a record of performance for a reasonable period of time; have sufficient financial support equipment and organization to ensure that they can satisfactorily execute the services if awarded a contract under the terms and conditions herein stated. The term "equipment and organization" as used herein shall be construed to mean a fully equipped and well-established company in line with best business practices in the industry and as determined in discretion by the proper authorities of the SBCC. SBCC may use the information obtained from this in determining whether Bidder is a responsible Bidder.

SPECIAL CONDITIONS: The Superintendent or Designee has the authority to issue Special Conditions and Specifications as required for individual RFPs. Any and all Special Conditions that may vary from General Conditions shall have precedence.

DISPUTES: in the event of a conflict between the documents, the order of priority of the documents shall be as follows:

- Addenda released for this RFP, with the latest Addendum taking precedence, then;
- The RFP; then
- Bidder's submitted RFP.

In case of any other doubt or difference of opinion, the decision of SBCC shall be final and binding on both parties.

EXPENDITURE: No guarantee is given or implied as to any sums payable or the quantity or scope of any award under this RFP. SBCC is not obligated to place any order for goods/services as a result of this award. Order placement shall be based upon the needs and best interest of SBCC.

EXTENSION: In addition to any extension options contained herein, SBCC is granted the right to extend any award resulting from this RFP for the period of time necessary for SBCC to release, award and implement a replacement RFP for the goods, products and/or services provided through this RFP. Such extension shall be upon the same prices, terms and conditions as existing at the time of SBCC's exercise of this extension right. The period of any extension under this provision shall not be for a period in excess of six months from (a) the termination date of a contract entered into as a result of this RFP or (b) the termination date under any applicable period of extension under a contract entered into as a result of this RFP.

ASSIGNMENT: Neither any award of this RFP nor any interest in any award of this RFP may be assigned, transferred or encumbered by any party without the prior written consent from SBCC. There shall be no partial assignments of this RFP including, without limitation, the partial assignment of any right to receive payments from SBCC. The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company, or corporation without prior written consent of SBCC. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

PURCHASE AGREEMENT: This RFP and the corresponding Purchase Orders shall constitute the complete agreement. SBCC shall not accept proposed terms and conditions that are different than those contained in this Invitation to RFP, including pre-printed text contained on catalogs, price lists, other descriptive information submitted or any other materials. By virtue of submitting a RFP, Awardee agrees to not submit to any SBCC employee, for signature, any document that contains terms and conditions that are different than those contained herein and that in the event any document containing any term or condition that differs from those contained herein is executed, said document shall not be binding on SBCC.

FISCAL NON-APPROPRIATIONS CLAUSE: In the event sufficient budgeted funds are not available for a new fiscal period, the purchasing department shall notify the Contractor of such an occurrence and the RFP and any resulting contract shall terminate on the last day of the current fiscal period without penalty or expense to the SBCC.

TIED RFP: In the event of tied or identical RFPs, preference shall be given to the RFP which certifies that a drug-free workplace has been implemented in accordance with Section 287.087 F.S. If all tied RFPs have a drug-free workplace program certification, then preference shall be given to the bidder whose business is physically located in Clay County, Florida. If neither Contractor is located in Clay County, Florida then preference shall be given to the bidder whose business is physically located in the State of Florida. If more than one tied bidder is located in Clay County, Florida or if no tied bidder or more than one tied bidder is located in the State of Florida, the award of the tied RFP shall be decided by the flip of a coin in the presence of witnesses. The coin flip shall be administered by the Supervisor of Purchasing who shall designate the calling of heads or tails.

GENERAL CONDITIONS

LOBBY: Bidders are hereby advised that they shall not lobby with any School District personnel or SBCC Members regarding this RFP. All oral or written inquiries shall be directed through the Purchasing Department. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board Member or School District Personnel on the award of this contract. Any bidder or any individuals that lobby on behalf of a bidder shall result in the rejection/disqualification of said RFP.

ETHICS: All bidders shall comply with the requirements of law regarding ethics as set forth in Chapter 112, Florida Statutes, and rules promulgated by the Florida Commission of Ethics.

COMPLIANCE WITH FEDERAL REGULATIONS: All contracts involving Federal funds will contain certain provisions required by applicable sections of Title 34, Section 80.36(l) and 85.510, Code of Federal Regulations and are included by reference herein.

PROHIBITION AGAINST CONTRACTING WITH SCRUTINIZED COMPANIES: Pursuant to Florida Statute 287.135, a company is ineligible to, and may not, bid on, submit a proposal for, or enter into or renew a contract with an agency or local government entity for goods or services of any amount if, at the time of bidding on, submitting a proposal for, or entering into or renewing such contract, the company is on the Scrutinized Companies that Boycott Israel List created pursuant to s. 215.4725 or is engaged in a boycott of Israel; or for \$1 million or more if, at the time of bidding on, submitting a proposal for, or entering into or renewing a contract, is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List created pursuant to 215.473 or is engaged in business operations in Cuba or Syria.

The company/vendor certifies by submission and signature of this bid that: it is not on the Scrutinized Companies with Activities in Sudan List; the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List; the Scrutinized Companies that Boycott Israel list, engaged in a boycott of Israel or that it is not engaged in business operations in Cuba or Syria. Any contract for goods or services of any amount may be terminated at the option of the awarding body if the company is found to have been placed on the Scrutinized Companies that Boycott Israel List or is engaged in a boycott of Israel. A contract for goods and services of \$1 million or more may be terminated at the option of the awarding body if the company is found to have submitted false certification, has been placed on any of the other lists in this section or has been engaged in business operations in Cuba or Syria.

PROHIBIT ACQUISITION OF UNNECESSARY OR DUPLICATIVE ITEMS. (2CFR 200.318 (d)/7 CFR 3016.36(b): Grantee and subgrantee procedures shall provide for review of proposed procurement to avoid purchase of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

SERVICE AND WARRANTY: Unless otherwise specified, the bidder shall define any warranty service and replacements that shall be provided during and subsequent to this contract. Bidders shall explain on an attached sheet to what extent warranty and service facilities are provided. All materials and/or services furnished under this RFP shall be warranted by the Contractor/distributor/manufacturer to be free from defects and fit for the intended use. Unless otherwise requested, the items RFP shall be new and equal to or exceed specifications. The manufacturer's standard guarantee or warranty shall apply. During the guarantee or warranty period, the successful bidder shall repair and/or replace any defects without cost to the SBCC with the understanding that all replacements shall carry the same guarantee or warranty as the original equipment. The successful bidder shall make any such repairs and/or replacements immediately upon receiving notice from the SBCC.

GOVERNING LAW: This RFP, any award(s) resulting from this RFP, and all transaction from this RFP shall be interpreted and construed in accordance with the laws of the State of Florida. Any protests arising from this RFP shall be subject to Section 120.57(3), Florida Statutes. Any disputes or controversies arising out of a contract award under this RFP shall be submitted to the jurisdiction of the state courts located in Clay County, Florida without regards to principles of conflicts of law.

PURCHASES BY OTHER GOVERNMENTAL AGENCIES (D.O.E. Regulation #6A1.012(5): With the consent and agreement of successful bidder(s), purchases may be made under this RFP by other governmental agencies within the State of Florida. Such purchases shall be governed by same terms and conditions as stated herein with exception of venue of litigation of disputes which may be changed to include only the state courts in the county in which the governmental agency is located.

USE OF OTHER CONTRACTS: SBCC reserves the right to utilize any other SBCC contract, any State of Florida Contract, any contract awarded by any other city or county governmental agencies, other schools, other community college/state university system cooperative RFP agreement, or to directly negotiate/purchase per SBCC and/or Rule 6A-1.012, Florida Administration Code as currently enacted or as amended from time to time, in lieu of any offer received or award made as a result of this RFP if it is in its best interest to do so.

PURCHASING AGREEMENTS AND STATE TERM CONTRACTS: The purchasing agreements and state term contract available under s. 287.056 have been reviewed.

CONE OF SILENCE: Any Bidder, or lobbyist for a Bidder, is prohibited from having any communications (except as provided in this rule) concerning any solicitation for a competitive procurement with any School Board member, the Superintendent, any Evaluation Committee

Member, or any other School District employee after SBCC Purchasing Department releases a solicitation to the General Public. All communications regarding this solicitation shall be directed to the designated SBCC representative. This "Cone of Silence" period shall go into effect and shall remain in effect from the time of release of the solicitation until the contract is awarded by SBCC. Further, any Awardee, its principals, or their lobbyists shall not offer campaign contributions to School Board Members or offer contributions to School Board Members for campaigns of other candidates for political office during the period in which the Awardee is attempting to sell goods or services to SBCC. This period of limitation of offering campaign contributions shall commence at the time of the "cone of silence" period for any solicitation for a competitive procurement as described by SBCC. **Any Bidder or lobbyist who violates this provision shall cause their RFP (or that of their principal) to be considered non-responsive and therefore be ineligible for award.**

NONCONFORMANCE TO CONTRACT CONDITIONS: Items offered may be tested for compliance with RFP conditions and specifications at any time. Items delivered, not conforming to RFP conditions or specifications, may be rejected and returned at Awardee's expense. Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against the Awardee. Any violation of these stipulations may also result in:

- For a period of two years, any RFP submitted by Awardee shall not be considered and shall not be recommended for award.
- All departments being advised not to do business with Awardee.

SEVERABILITY: In case of any one or more of the provisions contained in this RFP shall be for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not affect any other provision and this RFP shall be considered as if such invalid.

JESSICA LUNSFORD ACT: In accordance with the Jessica Lunsford Act the bidder and all their employees, as required by law, shall undergo and pass a Level II fingerprinting and background check as required by F.S. 1012.465, 467 or 468 and possess a SBCC fingerprinting clearance card prior to entry upon SBCC property. All costs associated with obtaining fingerprinting and background check shall be at no expense to the SBCC. To obtain information on when and how to obtain fingerprinting log on to the SBCC web site at ba.myoneclay.net/purchasing click on "Jessica Lunsford Act Information" or contact the Human Resources Division at (904) 336-6716.

E-VERIFY: The Contractor named herein, and its subcontractors, are required to register with and use the U.S. Department of Homeland Security's (DHS) E-Verify system to verify the work authorization status of all newly hired employees. By executing this Contract, the Contractor certifies that it, and any sub-contractors with which it contracts, are registered with, and use, the E-Verify system for all newly hired employees, and acknowledges that it must obtain an affidavit from its subcontractors in accordance with section 895.095(2)(b) Fla. Stat. that the subcontractor does not employ, contract with or subcontract with any unauthorized alien. The Contractor must maintain a copy of such affidavit for the duration of the Contract. This section serves as notice to the Contractor that, pursuant to the terms of section 448.095(2)(c)1 and 2, Florida Statutes, the School Board shall terminate this Contract if it has a good faith belief that the Contractor has knowingly violated section 448.09(1), F.S. If the School Board has a good faith belief that the subcontractor, without the knowledge of the Contractor, has knowingly violated section 448.09(1) or 448.095(2), F.S., School board shall notify the Contractor and order the Contractor to immediately terminate the contract with the subcontractor.

If the School Board terminates a contract with a Contractor pursuant to sec. 448.095(2)(c), F.S., the Contractor will not be awarded a public contract for at least one year after the date of such termination.

BIDDER'S EMPLOYEE RESPONSIBILITY: All employees and/or sub-contractors of the Contractor shall be considered to be at all times the sole employees and responsibility of Contractor under their sole direction and not an employee or agent of SBCC. The contractor shall supply competent employees and/or sub-contractors and the SBCC may require the Contractor to remove an employee and/or sub-contractor it deems careless, incompetent, insubordinate or otherwise objectionable and whose presence on SBCC property is not in the best interest of the SBCC. Contractors and all their employees shall be in accordance with Jessica Lunsford Act. Each employee and or sub-contractor of contractor shall have and wear proper identification while on SBCC property and are required to sign in/out at main office or other designated place upon arrival and when leaving job site, if applicable. Workman using foul/abusive language or presenting an offensive appearance as determined by SBCC Representative(s) shall be asked to leave. Radios/other audio items are not to be used and Smoking is prohibited on SBCC property.

DISCRIMINATION: An entity or affiliate who has been placed on the discriminatory Contractor list may not submit a RFP on a contract to provide goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs 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.

GENERAL CONDITIONS

ANTI-DISCRIMINATION: The Bidder certifies that Bidder is in compliance with the requirements of law regarding equal employment opportunity for all persons without regard to age, race, color, religion, sex, national origin, or disability and is not on the Discriminatory Vendor List pursuant to Florida Statute 287.134

PROTESTING: Any actual or prospective bidder who disputes the reasonableness, or competitiveness of the terms and conditions / specifications of the invitation to RFP or contract award recommendation, shall file a written Notice of Protest with the Superintendent of Schools within 72 hours of the posting of RFP solicitation or posting of the RFP tabulation with recommendation and shall file a formal written protest within ten working days following the filing of Notice of Protest. Any person who files an action protesting this RFP pursuant to FS 120.57(3)(b), shall post with the purchasing department at the time of filing the formal written protest, a bond payable to the School Board of Clay County in an amount equal to 1 percent (1%) of the total estimated contract value, but not less than \$5000, which bond shall be conditioned upon the payment of all costs which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. In lieu of a bond, a cashier's check, certified bank check, bank certified company check, money order or U.S. currency will be acceptable form of security. If, after completion of the administrative hearing process and any appellate court proceedings, the district prevails, it shall recover all costs and charges which shall be included in the final order or judgment, including charges made by the Division of Administrative Hearings, but excluding attorney's fees. Upon payment of such costs and charges by the protester, the protest security shall be returned. If the protester prevails, he or she shall recover from the district all costs and charges which shall be included in the final order of judgment, excluding attorney's fees. Failure to observe such timeliness shall constitute a waiver of proceedings and of right to protest as set forth in Chapter 120, Florida Statutes. RFP Tabulation / Recommendation of Award shall be posted online at ba.myoneclay.net/purchasing with the hard copy posted in the SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida after the intended recommendation is announced on or about **March 20, 2024**. This tabulation shall remain posted for a minimum period of 96 hours. Section 3 b, Chapter 120.57, Florida Statutes, as currently enacted or as amended from time to time, states that **"The formal written protest shall state with particularity the facts and law upon which the protest is based."**

CONFIDENTIAL RECORDS: Notwithstanding any provision to the contrary within this Contract, any party contracting with SBCC under this Contract shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; Family Educational Rights and Privacy Act (FERPA), and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBCC and its officers and employees for any violation of this section, including, without limitation, defending SBCC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBCC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBCC arising out of a breach of this covenant by the party, or an officer, employee, agent, representative, contractor, or subcontractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or Sections 1002.22 and/or 1002.221, Florida Statutes. Awardee agrees that it may create, receive from or on behalf of SBCC, or have access to, records or record systems that are subject to FERPA and/or HIPAA (collectively, the "Confidential Records"). Awardee represents, warrants, and agrees that it shall: (1) hold the Confidential Records in strict confidence and shall not use or disclose the Confidential Records except as (a) permitted or required by this Agreement, (b) required by law, or (c) otherwise authorized by the SBCC in writing; (2) safeguard the Confidential Records according to commercially reasonable administrative, physical and technical standards as required by law; and (3) continually monitor its operations and take any and all action necessary to assure that the Confidential Records are safeguarded in accordance with the terms of this Agreement. At the request of the SBCC, Awardee agrees to provide SBCC with a written summary of the procedures Awardee uses to safeguard the Confidential Records. A breach of these confidentiality requirements shall constitute grounds for the SBCC to terminate any Agreement with Awardee.

PUBLIC ENTITY CRIMES: Section 287.133(2)(a), Florida Statutes, as currently enacted or as amended from time to time, states that a person or affiliate who has been placed on the convicted Contractor list following a conviction for a public entity crime may not submit a RFP on a contract to provide any goods or services to a public entity, may not submit a RFP on a contract with a public entity for the construction or repair of a public building or public work, may not submit RFPs 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 any 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 [currently \$25,000] for a period of 36 months from the date of being placed on the convicted Contractor list.

COLLECTION, USE OR RELEASE OF SOCIAL SECURITY NUMBERS: The SBCC is authorized to collect, use or release social security numbers (SSN) of vendors, contractors and their employees and for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law (Sections 119.07(5)(a)2 and 3, Florida Statutes):

a) Criminal history and criminal background checks/Identifiers for processing fingerprints by Department of Law Enforcement/, if SSN is available [Required by Fla. Admin. Code 11 C-6.003 and Fla. Stat. § 119.07(5)(a)6]

b) Vendors/Consultants that District reasonably believes would receive a 1099 form if a tax identification number is not provided including for IRS form W-9 [Required by 26 C.F.R. § 31.3406-0, 26 C.F.R. § 301.61091, and Fla. Stat. § 119.07(5)(a)2 and 6]

FORCE MAJEURE: Neither party to this Agreement shall be liable for delays or failures in performance under this Agreement (other than obligations relating to payment, confidentiality, and protection of ownership and intellectual property rights) resulting from acts or events beyond the reasonable control of such party (a "Force Majeure Event"), including acts of war, terrorism, acts of God, earthquake, flood, embargo, riot, sabotage, labor dispute, wide spread outbreak of disease or pandemic, governmental act, failure of the internet, power failure, or energy, utility, or telecommunications interruptions, provided that the delayed party: (i) gives the other party prompt notice of such cause; and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance. In the event that a Force Majeure Event lasts for more than 90 days, and the party experiencing the initial delay cannot correct its failure or delay in performance during that period of time, despite using its reasonable commercial efforts to do so, the other party may terminate the affected portions of this Agreement.

CANCELLATION / TERMINATION: In the event, the awarded bidder violates any of the provisions of this RFP or fails to perform their obligation under this contract in a manner satisfactory to the SBCC as per specifications, the Supervisor of Purchasing shall give written notice to the Contractor setting forth the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation shall be made to the SBCC for immediate cancellation of the contract. Failure of the Contractor to correct deficiencies shall give the SBCC the right to cancel this contract, but failure by the SBCC to exercise this right, in any instance, shall not prevent the subsequent exercise of this right by the SBCC or prejudice its claim for damages resulting from such default, violations, breach of contract or other failures whether or not an expressed written agreement exists for the provision of such goods and/or service. Upon cancellation, hereunder the SBCC may pursue any and all legal remedies as provided herein and pursuant to the contract and by law. The SBCC reserves the right to terminate any contract resulting from this invitation at any time for cause, upon giving seven (7) days prior written notice to the other party. If said contract should be terminated for cause or convenience as provided herein, the SBCC shall be relieved of all obligations under said contract. The SBCC shall only be required to pay to the award bidder that amount of the contract actually satisfactorily performed to the date of termination and shall not be responsible for any consequential damage, future damages or damages caused by lost profits, inconvenience or overhead expense to the Contractor. The SBCC may cancel the contract upon ninety (90) days written notice for reasons other than cause and Contractor shall have no legal recourse or cause of action against the SBCC damages resulting from said cancellation.

INDEMNIFICATION: Notwithstanding any contrary contractual language, nothing in any agreement shall be construed or interpreted to increase the scope or dollar limit of the School's or School Board's liability beyond that which is set forth in 768.28 Fla. Stat. , or to otherwise waive School's or School Board's sovereign immunity, or to require School or School Board to indemnify the Contractor or any other person, corporation or legal entity of any kind or nature whatsoever for injury or loss resulting from any acts other than the negligent acts of School or School Board or its agents or employees. Contractor shall, in addition to any other statutory or common law obligation to indemnify the School Board of Clay County, Florida, indemnify, defend and hold harmless the School Board of Clay County, Florida, its agents, officers, elected officials and employees against all claims, actions, liabilities, damages, losses, costs, fines punitive damages and expenses of any kind or nature whatsoever, including but not limited to attorney's fees and legal costs, brought against the School Board of Clay County, Florida, and/or its agents, officers, elected officials, employees and assigns, by any individual, corporation, consortium or any other legal person or entity, arising out of or caused by acts or omissions, negligence, recklessness, intentional wrongful misconduct, violations of laws, statutes, ordinances, government administration orders, rules or regulations of the contractor, contractor's employees, officers, agents, subcontractors, sub-subcontractors, material man or agents of any tier or their respective employees. This indemnification clause shall not be construed to require any indemnitor to indemnify the School Board of Clay County, Florida, for any negligence on the part of the School Board of Clay County, Florida, its agents or employees. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation, or benefits payable by or for the contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefits acts or any statutory bar. This indemnification/hold harmless provision shall survive the termination of any contract with the School Board of Clay County, Florida.

Any and all special conditions and specifications attached hereto that vary from these General Conditions shall have precedence. The accompanying RFP constitute an offer from the bidder. If any or all parts of the RFP are accepted by the School Board of Clay County, an authorized representative of the Purchasing Department shall issue an officially signed Award Letter which shall then constitute the completed written agreement between the parties. The conditions of the Award Letter become a part of the written agreement between the parties.

SPECIAL CONDITIONS

The School Board of Clay County (“SBCC” or “District”) is seeking proposals from qualified Contractor(s) for **TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES**. This Request for Proposal (“RFP”) is intended to provide temporary staffing services for substitute teachers, cafeteria workers, and other various positions within the District as specified in the Scope of Work, on an as needed basis. The target timeframe to initiate temporary staffing services is July 1, 2024.

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and seven (7) copies, totaling eight (8) proposal packages, submitted in a sealed package clearly marked on the outside: **“RFP 23-BA-130 TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES”** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for Temporary Substitute and Other Staffing Services for an initial five (5) year period with an option to renew for one additional five (5) year contract period upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the awarded contractor. The Proposal Committee will consist of seven (7) members.

It is anticipated that, in performing their duties, the awarded contractor shall have substantial interaction with the Human Resources Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of contractor and corrective actions for performance deficiencies, and any other issues as determined by the Human Resources Department.

It is expressly understood that the District’s preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected contractor.

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any contractor. Any ex-parte communications initiated by a contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the District may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request for Proposal are those desired by the District and preference will be given to those proposals in full or substantial compliance therewith. Failure of the contractors to provide in its proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the contractors to meet or exceed any stated minimums in the RFP may also result in being rejected for being non-responsible. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

SPECIAL CONDITIONS

The competence, responsiveness, and responsibility of contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a vendor including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names, telephone numbers and emails of persons to contact. The contractor declares that the amount and nature of the materials/services to be furnished is understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursement from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, contract negotiations will follow between the SBCC and the selected Contractor. It is further expressly understood that no contractual relationship exists with the SBCC until a contract has been executed in writing by both the SBCC, and the selected Contractor. The SBCC reserves the right to delete, add to, or modify one or more components of the selected contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. By submitting a proposal, a contractor agrees to be bound by these terms and provisions of the RFP.

In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide temporary substitute and other staffing services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria as defined in this RFP shall be noted as "nonresponsive and/or nonresponsible" and will not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The contractor has successfully provided temporary substitute and other staffing services for large organizations with multiple employees within the immediate past four (4) years, and those organizations will be included in the required references.
2. The firm can comply with the SBCC insurance requirements.

PUBLIC RECORDS

Subject to the limited confidentiality afforded pending competitive solicitation by Florida Statute 119.071, this RFP and all Bids are public records subject to disclosure pursuant to the Florida Public Records Law. Requests for tabulations and other records pertinent to the competitive solicitation shall be processed in accordance with the Florida Public Records Law. By submitting a Proposal, Proposers will be deemed to have waived any claim of confidentiality based on trade secrets, proprietary rights, or otherwise.

SPECIAL CONDITIONS

Florida Statute 119.0701 requires the Contractor to comply with Florida's public records laws with respect to services performed on behalf of the School District. Specifically, the Statute requires that the Contractor:

- a) Keep and maintain public records required by the School District to perform the service.
- b) Upon request from the School District's custodian of public records, provide the School District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 of the Florida Statutes or as otherwise provided by law.
- c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the School District.
- d) Upon completion of the contract, transfer, at no cost, to the School District all public records in possession of the Contractor or keep and maintain public records required by the School District to perform the service. If the Contractor transfers all public records to the School District upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School District, upon request from the School District's custodian of public records, in a format that is compatible with the information technology systems of the School District.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE DISTRICT RECORDS OFFICE AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, PHONE (904) 336-6500, or by email at: PRR@myoneclay.net. The Public Records Request Procedure form is available online at <https://ccds.myoneclay.net/about-us/public-records-request>

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE

Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-contractor they use maintain the same level of insurance coverage.**

Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods. ***Insurance certificate(s) reflecting the required coverages shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured.***

SPECIAL CONDITIONS

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE

Including Premises Operation, Independent Contractor’s Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverages:

Bodily Injury

- Each Occurrence \$1,000,000.00
- Annual Aggregate \$2,000,000.00

Property Damage

- Each Occurrence \$1,000,000.00
- Annual Aggregate \$2,000,000.00

Personal Injury

- Annual Aggregate \$1,000,000.00

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS’ COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker’s Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker’s Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers’ Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS’ COMPENSATION LAW Certificate.

State

- Statutory

Employer’s Liability

- Per Accident \$100,000.00
- Disease, Policy Limit \$500,000.00
- Disease, Each Employee \$100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage’s:

Bodily Injury

- Each Person \$1,000,000.00
- Each Occurrence \$1,000,000.00

Property Damage

- Each Occurrence \$1,000,000.00

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars (\$1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

Funding for this RFP may be provided in whole or in part by one or more Government funding agencies (Federal, State, Local). As a result, Contractor shall comply with applicable Laws, Regulations, Executive Orders, and Governmental Agency Rules and Policies included but not limited to Florida Department of Education (DMS, SREF); Florida Statutes Chapter 287, 489; Code of Federal Regulations Titles: 2 - Grants and Agreements (2 C.F.R. §200), Title 7 - Agriculture (NSLP), Title 34 - Education (EDGAR, FERPA), Title 44 - Emergency Management and Assistance (FEMA); U.S. Code Titles: 20, 31, 40, 41.

NOTE: The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

SPECIAL CONDITIONS

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Proposers may use an attachment if sufficient space is not available on the original form for the bidder to enter a complete response. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of an RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor’s proposal response. Prior to submitting an RFP, it is the sole responsibility of Proposer to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Shelly Vongchanta, Coordinator of Purchasing, sent via email to shelly.vongchanta@myoneclay.net no later than 2:00 PM on December 6, 2023.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any bidder’s proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Bidder’s may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

Any and all Addenda relating to this RFP shall be posted on DemandStar (Demandstar.com) and on the School Board of Clay County Purchasing website (ba.myoneclay.net/purchasing). Prior to submitting an RFP, it is the sole responsibility of the proposer to ensure that all addenda releases are received, and that all bid and addenda requirements have been completed and that all required submittals have been included without regard to how a copy of this RFP was obtained.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the contractor certifies that the contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

AUTHORIZED SIGNATURE OF PROPOSER

COMPANY NAME

DATE

SCOPE OF SERVICES

The District wishes to receive proposals for selection of a Contractor to provide a comprehensive solution to temporary staffing for substitute teachers and other staffing services from July 1, 2024 through June 30, 2029, with renewal options.

The School Board of Clay County currently employs 3,100 full time active teachers. SBCC attempts to accommodate all substitute requests throughout the year SBCC's substitute/teacher absences fill rate target is 96%.

SBCC is seeking proposals from vendors for a total business solution for a highly effective delivery of substitute staffing services for all district sites. Services shall include, but not be limited to providing: day-to-day substitute teachers, daily building substitute teacher assigned to a school, long-term substitute teachers, substitute teacher assistants and other support positions, to also include record keeping and invoice reconciliation. This RFP defines the minimum requirements necessary to perform these and related services as required.

All material submitted in the proposal, shall become the property of SBCC. SBCC has the right to use any or all ideas presented in any reply to this solicitation as it deems necessary and in the best interest of SBCC. Selection or rejection of any response does not affect this right.

Due to the wide-variance, unpredictability of the nature of needs and restricted budgets, the School Board of Clay County (SBCC) will not be obligated to any set dollar amount. Contract award only guarantees a source of supply for services.

"Assigned Employees" are those employees assigned by the Proposer to an SBCC campus. "Assigned Employees" are NOT employees of the School Board of Clay County.

SERVICES –

1.1 Awarded Vendor will:

- recruit, interview, select, train, hire and assign its employees serving as substitutes to cover absences or vacancies for any and all SBCC sites (Appendix 1)
- Comply with laws, rules and regulations applicable to Vendors of staffing services
- Conform to all federal and state requirements for compensation of employees
- Be responsible for compensating their employees wages and benefits
- Conduct background checks, fingerprinting, and certification as required by the Jessica Lunsford Act, Florida Laws, and School Board Policies
- Maintain data analytics and records, including pay rate, for all positions
- Utilize an automated system to manage substitute scheduling, timekeeping and payroll
- Provide an technological solution for recording, maintaining and reconciling invoices related to substitute coverage
- Produce requested reports to SBCC Human Resources department in regards to contract pay rates, fill rates, etc.
- Make every reasonable effort to provide substitutes when requested by SBCC as well as provide substitutes that possess the specific, specialized expertise and professional competence to the areas being requested for coverage.

SCOPE OF SERVICES

- Require assigned employees to protect SBCC proprietary and/or confidential information when applicable
- Affirm that vendor shall follow SBCC's process for investigating and managing concerns emerging from allegations of substitute misconduct, performance issues and incidents.
- Provide an alternate employee for SBCC should SBCC deem the assigned one unfit
- Provide other staffing solutions or modifications as required by SBCC

1.2 Assigned Employee will:

- Possess reasonable standards, skill, integrity and reliability and shall be expected to perform all duties normally associated with the duties of the absent SBCC teacher.
- Be under the direction and control of SBCC from the time substitute reports for duty until the assignment is over
- Report on time (when properly notified)
- Report to the correct site administrator
- Dress professionally in accordance with SBCC dress code policy (see policy #2.21)
- At no time transport any student (either in a personal or SBCC vehicle)
- Receive and follow all training in regards to site specific workplace safety and school board policies to include lockdown, fire drills
- Conduct themselves in accordance with SBCC rules, policies and regulations at all times.

1.3 School Board of Clay County will:

- Provide assigned employees with a safe and suitable workplace
- Provide adequate internal controls, supervision and instructions to assigned employees
- Utilize assigned employees only in those positions which they were assigned, and not require additional duties outside those which they were assigned
- Reserve the right to reject an assigned employee for any reason

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PROPOSAL FORMAT

Timetable - Please make sure your firm can accommodate the following timetable.

November 30, 2023 at 2 PM	RFP Advertised
January 12, 2024 by 2 PM	RFP Questions are Due
January 22, 2024	Final Addendum Regarding Questions Posted (if Applicable)
February 7, 2024 by 2 PM	Proposals Due
February 28, 2024	Finalist Interviews/Site Visits (if Applicable)
March 20, 2024	Award Notification Posted On or About
April 10, 2024	Contract Signed by Awarded Firm
May 2, 2024	Board Approval / Contract Signed by SBCC

Proposers should provide their best offer with the initial proposal since the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Contractors are given wide latitude in the degree of detail they offer in their Proposal, including the extent to which they describe their corporate capability and how their firm engages in services that meet the objectives of the District. There is no limit on the number of pages; however, Proposers should prepare their Proposal simply and economically, providing a straightforward and concise description of their ability to satisfy the requirements of the RFP. Proposals that are of excessive length, contain a preponderance of boilerplate text, or are redundant are discouraged. Emphasis in each Proposal should be on completeness, clarity of content and address all required components in the order given in this RFP. Failure of a contractor to provide the appropriate information or materials in response to each stated requirement or request for information may result in lower scores during the evaluation process.

The aim of the required format is to simplify the proposal preparation and evaluation process and to ensure that all proposals receive the same orderly review. All proposals should include the following components:

- Cover Letter
- Section 1: Firm / Staff Qualifications
- Section 2: Pricing
- Section 3: Understanding of Scope of Services
- Section 4: Approach / Scope Specifics
- Section 5: Implementation and Program for SBCC

Cover Letter - Provide a one-or two-page cover letter. Include one original signed cover letter with the original proposal and a copy of the cover letter with each copy of the proposal. The cover letter should provide the following:

- A brief statement of the contractor's understanding of the services to be provided.
- The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client's services manager who will be responsible for coordinating all services.
- Highlights of the contractor's qualifications and ability to perform the requested services

PROPOSAL FORMAT

- Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.
- Indicate whether the contractor has a satisfactory record of performance on similar projects.
- The contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.
- Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.
- Indicate whether contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?
- Indicate whether contractor has ever filed an administrative or judicial action with any State agency or Stat court. If so, what were the grounds/reasons, and what was the ultimate outcome?

Section 1: Firm / Staff Qualifications – Only responsible Proposers, who normally have knowledge and experience of and are currently engaged in the operation of providing substitute teacher staffing and other staffing services, will be considered for award of SCHOOL BOARD OF CLAY COUNTY (SBCC) RFP #23-BA-130.

Qualifications of Proposer -

- Qualified proposers shall have adequate organization, facilities, equipment, personnel and other resources necessary, to ensure prompt, efficient and satisfactory service to SBCC.
- Awarded Contractor will be determined by previous experience and satisfactory performance of at least four (4) contracts or orders for similar work within the last two (2) years, demonstrated by their references.
- The Proposer shall be qualified to perform the work as specified, and must be primarily engaged in the business of substitute teacher staffing and/or similar services and have been in business for the last two (2) consecutive years or more, under the same name, as a licensed contractor or have equivalent work experience in the industry and/or with SBCC.
- Proposer shall fully explain and demonstrate its work history and qualifications in its submission.
- SBCC reserves the right, before awarding the contract, to require proposer(s) to submit further evidence of qualifications or any other information SBCC staff may deem necessary for further clarification or clarification of items submitted.

In this section Proposer shall include with its proposal the following information to demonstrate the firm's experience and qualifications as outlined in this RFP, to include, but not be limited to:

- a. Organization Description
- b. References & List of Districts
- c. Business License
- d. Previous Experience with District Statement
- e. Legal Actions (If Applicable)

PROPOSAL FORMAT

- f. Applicant Statement – Background Information
- g. Experience and Qualifications of Key Personnel
- h. Additional Information
 - a. Organization Description: A description of the proposer’s organization must be supplied. Description shall be in paragraph/letter form and include, but be not limited to:
 - i. A brief narrative of the Firm History to include any name or legal changes as well as ownership changes, structure changes, company mergers or buyouts, throughout the history of the firm.
 - ii. Number of years in business.
 - iii. Firm’s main headquarters location, address and contact
 - iv. Organizational Chart of administrative staff
 - v. Description of services firm provides
 - vi. Number of employees currently employed total and per office location.
 - vii. Number of offices and locations of each. Indicate which office will be the main servicing location for this RFP.
 - viii. Description of the level of government services offered (if any).
 - b. References & List of Districts: The Bidder must present a minimum of four (4) references, that will illustrate the ability of the firm to act as a primary vendor for the services requested herein. References shall be submitted as follows:
 - i. Proposer must present a minimum of ONE (1) Florida School District references for which it was the primary supplier of substitute teacher staffing services for within the last two (2) years.
 - ii. Proposer must present a minimum of THREE (3) other Public School District references for which it was the primary supplier of substitute teacher staffing services for within the last two (2) years.
 - iii. All references / contracts shall have been maintained on a minimum service schedule of (5) days per week basis for a period not less than twelve (12) consecutive calendar months.
 - iv. Proposer may present additional references for consideration.
 - v. All references must include the name of the organization, organization address, a contact name, contact title, contact number, contract dates of services (mm/yy to mm/yy), present status of contract (expired, terminated, current, etc...), brief description of services provided, estimated # of substitutes provided within the most recent 12-month period of service, estimated size of the entity being serviced and any other relevant information pertaining to the reference.
 - vi. Although proposer(s) may have or are currently performing services for several SBCC sites, SBCC or any of its sites may only be used as one (1) reference.
 - vii. Additionally, Proposer shall provide a list of all School Districts (include City, State) serviced with the estimated size and the average fill rate for each district from the most recent current 2-year periods.
 - viii. CCPS reserves the right to solicit reference letters from known prior or existing customers of the Proposer.

PROPOSAL FORMAT

- c. **Business License:** Proposer shall possess all applicable business licenses required to perform services under this RFP. Proposer shall submit business licenses as follows:
- i. Copy of current and previous year's business licenses (2 total) from proposer to operate within Clay County, Florida, must be submitted with the proposal. Either a state, municipal, federal or county license will be acceptable. All licenses shall have current name and address of proposer. If proposer has moved since the issuance of the license, it must document as such with a written explanation and submitted with RFP.
 - ii. Licenses must be valid/current at the time of submittal and shall be maintained throughout the duration of the contract and submitted to SBCC as necessary. Furthermore, the Contractor for the duration of the contract shall comply with all Federal, State and Local rules, regulations and licensing requirements necessary to perform the services and work required under this RFP.
 - iii. Proposer may submit any other State Licenses, certificates or other licensure, which will further demonstrate its capabilities.
 - iv. Contractor for the duration of the contract shall comply with all Federal, State and Local rules, regulations, laws and licensing requirements for its firm and any and all employees as necessary.
- d. **Previous Experience with District:** Proposer shall provide a brief description of any and all previous experience with SBCC, if applicable. Details of description should include site(s) and any key SBCC personnel involved. RFP(s) may be rejected based on past performances.
- e. **Legal Actions:** Describe in brief detail any current or previous legal actions naming the firm as a primary or secondary party. State the circumstances of any action.
- f. **Statement of Qualification:** Proposer shall complete and attest to the information provided in Attachment 7: Applicant Statement – Background Information.
- g. **Experience and Qualifications of Key Personnel:** Give the name of individual(s) who will be assigned as the team to service SBCC contract and other staff qualifications as outlined in this RFP. Bidder must employ staff that is capable and licensed / certified if necessary to perform the services listed herein. At a minimum, bidder shall provide the following to demonstrate the capabilities of its staff that will be involved in the services provided through this RFP:
- i. Describe list of key and Administrative personnel with titles and duties / functions within the organization that will be the main servicing and administrative agents for this contract, including but not limited to any: partners, supervisors, managers, senior staff, customer service, etc...
 - ii. Resumes of key and Administrative personnel
 - iii. Clearly indicate the main point of contact and/or any principal personnel that will be overseeing and supervising all services to SBCC under this contract
 - iv. Any license(s)/certification(s) of personnel
 - v. Names, titles and description functions of any other additional personnel that may have substantial involvement in this project.
 - vi. Proposer may submit any other employee State Licenses, certificates or other licensure, which will further demonstrate the capabilities of its staff.

PROPOSAL FORMAT

Proposer/Contractor shall ensure all its employees have been properly trained and certified if necessary to perform the required services and fulfill their roles within the Firm.

Staff Replacements: Contractor shall provide competent, suitably qualified key and administrative personnel per the specifications of this RFP. In the event it is necessary to replace a key or administrative employee, Contractor must provide written notification to SBCC of any changes in its personnel identified in their response to this RFP. Such notification shall include a detailed reason(s) for the need to change personnel and the Contractor's documentation that proposed replacement personnel have equal or greater qualifications and experience.

SBCC reserves the right to reject any replacement staff member and may use alternate vendors or cancel the contract if suitable replacements cannot be made available. Any changes in personnel mentioned herein must be submitted and approved in advance by SBCC.

h. Additional Information: Proposer may submit any additional information it sees necessary to further demonstrate its experience and qualifications.

Section 2: Pricing – Using the Pricing Tables (page 24) on Appendix 2, provide the pricing and any fees associated with Contractor's services.

- Proposer shall provide an hourly rate per position listed in the pricing tables
- Pricing provided shall be inclusive of all supervision, labor, materials, equipment, tools, machinery, transportation, travel, parts (unless specified) and any other services necessary for the proper execution and completion of service under this RFP
- All rates and times shall start when assigned employee arrives at the "job site." Any travel expenses shall be borne by the Contractor and Contractor's employees, and will not be reimbursed by SBCC
- No additional charges or hidden costs shall be allocated during the course of this contract
- "Markup" shall remain firm during the initial contract period and any subsequent renewals
- Consideration of Base price increases or decreases will be done on an annual basis accounting for inflation and/or legislation
- Base price increases or decreases must be written and mutually agreed upon by SBCC and the awarded firm
- Additional positions may be added at any time during the contract period(s). Human Resources Department shall have sole determination whether a new position should be added. The addition of any positions shall be subject to successful completion of price negotiations with the awarded firm. SBCC reserves the right to refuse payment for any positions not authorized in this manner.
- Include any other available discounts or guarantees and other pertinent information
- "ECE" on Pricing Table refers to "Early Childhood Education" substitutes

Section 3: Understanding of Scope of Services - Discuss in detail, the firm's understanding of the scope of work, and the overall project, as outlined in the information within this RFP.

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PROPOSAL FORMAT

Section 4: Approach / Scope Specifics – Give detailed descriptions on how each of the areas below will be executed by the firm. Include timeframes, programs, any expectations from the district, and any other information relevant to this RFP. Also include any other areas that the proposer believes will benefit SBCC towards better temporary staffing solutions.

- **WEBSITE** – Company website will be linked to SBCC Human Resources site. Describe in detail the information that will be shown on the proposer's website, along with any functionalities that may be available for temporary staffing at SBCC.
- **BADGING** – Only after fingerprint and background checks, shall badges be issued by SBCC to those substitutes/assigned employees that passed. No substitute/assigned employee shall be assigned to any sites or jobs prior to receiving a badge.

Explain in detail the process to be used for:

- a) Fingerprinting
- b) Background Checks
- c) Drug Testing
- d) Verification of Certifications / Degrees
- **TRAINING** – Discuss any training that may be required prior to assigned employee onboarding with SBCC. Include any trainings required from the district as well as any trainings given by the firm.
- **TIMEKEEPING / PAYROLL** – Proposer shall describe its administrative and management approach to providing its technology system for recording, timekeeping, maintaining and reconciling invoices generated by the substitute coverage. This may include any and all software or web-based software utilized to facilitate services and recordkeeping.
 - a) Description may include any aspects of the program that might differentiate between a true absence as opposed to the teacher being involved in a school-related activity outside of the classroom that may be for a few hours
 - b) Explain how firm verifies timecards
 - c) Proposer shall include a sample of timecards and invoices, which shall show all pertinent information in a concise manner
 - d) SBCC utilizes the Business Plus platform. Proposer shall indicate compatibility with SBCC platform, if applicable.
- **REPORTING** – Proposer shall provide reports to SBCC to assist in the monitoring of the program. Proposer shall describe its administrative and management approach to providing comparative reports to SBCC to include but not be limited to:
 - a) Total Filled Absences / Vacancies
 - b) Fill Rates Percentage
 - c) Customized Weekly and Monthly Fill Rate Reports
 - d) Absences Filled with a BA/BS Degree
 - e) Incident Reporting Rating
 - f) Cost Comparison Analysis Year Over Year

Contractor agrees to provide reports as requested by SBCC or on a reasonable schedule (i.e. monthly) as agreed upon by SBCC and Contractor. Contractor further agrees to provide any additional reasonable report not listed that may be of interest or importance to SBCC.

PROPOSAL FORMAT

Proposer shall describe any unique approach or methodologies for any administrative and management approach to providing requested services to SBCC or any other additional information that may be of interest to SBCC on the firm’s approach to the project.

Section 5: Implementation and Program for SBCC – Proposer shall describe the methodology to be used in assessing, processing and implementing its program for SBCC to commence. Process shall clearly be broken out into phases, including the time required timeline for each phase and shall begin upon completion of contract negotiations.

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EVALUATION OF PROPOSALS

EVALUATION OF PROPOSALS – The RFP is part of a competitive procurement process, which shall determine the proposal that shall serve in the best interest of SBCC. An Evaluation Committee, consisting of SBCC personnel, will convene, review and discuss proposals submitted.

Only submitted proposals meeting all qualifications and specifications will be evaluated in accordance with the following Evaluation Criteria: Firm / Staff Qualifications, Pricing, Understanding of Scope of Services, Approach / Scope Specifics, and Implementation and Program for SBCC. Proposals will be reviewed by the Evaluation Committee and assigned points in accordance with the evaluation criteria listed in this RFP.

Final rankings will be summarized, Award Notification Posted, Written Contract negotiated, and finalized with Board approval.

The SBCC may elect to conduct oral interviews or presentations from one or more of the proposal respondents. If the SBCC elects to conduct oral presentations or interviews, such presentations or interviews will be conducted in accordance with Florida Sunshine Laws.

Selected firms will be notified if presentations/interviews are required. The SBCC desires to avoid the expense to all parties of unnecessary presentations. The evaluation team will make every reasonable effort to make recommendations based upon the written submittals alone. If a single number one ranked firm cannot be clearly determined, then the evaluation team shall request the Purchasing Director to set-up the top ranked firms for presentations/interviews.

The SBCC intends to select a contractor that demonstrates, in the District's opinion, the highest degree of compliance with the criteria specified herein.

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EVALUATION OF PROPOSALS
EVALUATION RANKING SHEET FOR RFP #23-BA-130
TEMPORARY SUSTITUTE AND OTHER STAFFING SERVICES

SCHOOL BOARD OF CLAY COUNTY, FLORIDA
CRITERIA FOR RANKING

DATE: _____
RFP #23-BA-130 _____

Firms will be evaluated on the following criteria. Definitions for evaluation criteria for ranking proposals for RFP 23-BA-130 can be found in Section(s) 1 – 5 of the RFP documents.

- A. Firm / Staff Qualifications (0 – 50 points)
- B. Pricing (0 – 20 points)
- C. Understanding of Scope of Services (0 -10 points)
- D. Approach / Scope Specifics (0 – 10 points)
- E. Implementation and Program for SBCC (0 -10 points)

A. FIRM/STAFF QUALIFICATIONS 0 TO 50	B. PRICING 0 TO 20	C. UNDERSTANDING OF SCOPE OF SERVICES 0 TO 10	D. APPROACH / SCOPE SPECIFICS 0 TO 10	E. IMPLEMENTATION AND PROGRAM FOR SBCC 0 TO 10	TOTALS 100

ADDITIONAL COMMENTS (IF ANY) : _____

SIGNATURE OF RATER: _____

PRINT NAME: _____

DATE: _____

APPENDIX 1 – Page 1 of 2
SCHOOL / FACILITY ADDRESSES

Elementary Schools	Address
Argyle Elementary	2625 Spencer Plantation Blvd, Orange Park, FL 32073
Charles E. Bennett Elementary	1 South Oakridge Avenue, Green Cove Springs, FL 32043
Clay Hill Elementary	6345 County Road 218, Jacksonville, FL 32234
Coppergate Elementary	3460 Copper Colts Court, Middleburg, FL 32068
Discovery Oaks Elementary	950 Oakleaf Plantation Parkway, Orange Park, FL 32065
Doctors Inlet Elementary	2634 County Road 220, Middleburg, FL 32068
Fleming Island Elementary	4425 Lakeshore Drive, Fleming Island, FL 32003
Grove Park Elementary	1643 Miller Street, Orange Park, FL 32073
Keystone Heights Elementary	335 SW Pecan Street, Keystone Heights,, FL 32656
Lake Asbury Elementary	2901 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Elementary	2752 Moody Avenue, Orange Park, FL 32073
McRae Elementary	6770 County Road 315 C, Keystone Heights, FL 32656
Middleburg Elementary	3958 Main Street, Middleburg, FL 32068
Montclair Elementary	2398 Moody Avenue, Orange Park, FL 32073
Oakleaf Village Elementary	410 Oakleaf Village Parkway, Orange Park, FL 32065
Orange Park Elementary	1401 Plainfield Avenue, Orange Park , FL 32073
Paterson Elementary	5400 Pine Avenue, Fleming Island, FL 32003
Plantation Oaks Elementary	4150 Plantation Oaks Blvd, Orange Park, FL 32065
RideOut Elementary	3065 Apalachicola Boulevard, Middleburg , FL 32068
Ridgeview Elementary	421 Jefferson Avenue, Orange Park , FL 32065
S. Bryan Jennings Elementary	215 Corona Drive, Orange Park, FL 32073
Shadowlawn Elementary	2945 County Road 218, Green Cove Springs, FL 32043
Spring Park Elementary	3530 County Road 315, Green Cove Springs, FL 32043
Swimming Pen Creek Elementary	1630 Woodpecker Lane, Middleburg, FL 32068
Thunderbolt Elementary	2020 Thunderbolt Road, Fleming Island, FL 32003
Tynes Elementary	1550 Tynes Boulevard, Middleburg, FL 32068
W.E. Cherry Elementary	420 Edson Drive, Orange Park, FL 32073
Wilkinson Elementary	4965 County Road 218, Middleburg, FL 32068

APPENDIX 1 – Page 2 of 2
SCHOOL / FACILITY ADDRESSES

<u>Junior High</u>	<u>Address</u>
Green Cove Springs Junior	1220 Bonaventure Avenue, Green Cove Springs, FL 32043
Lake Asbury Junior	2851 Sandridge Road, Green Cove Springs, FL 32043
Lakeside Junior	2750 Moody Avenue, Orange Park, FL 32073
Oakleaf Junior	4085 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park Junior	1500 Gano Avenue, Orange Park , FL 32073
Wilkinson Junior	5025 County Road 218, Middleburg, FL 32068
<u>High Schools</u>	<u>Address</u>
Clay High	2025 State Road 16 West, Green Cove Springs, FL 32043
Fleming Island High	2233 Village Square Parkway, Fleming Island, FL 32003
Keystone Heights High	900 Orchid Avenue, Keystone Heights, FL 32656
Middleburg High	3750 County Road 220, Middleburg, FL 32068
Oakleaf High	4035 Plantation Oaks Blvd., Orange Park, FL 32065
Orange Park High	2300 Kingsley Avenue, Orange Park, FL 32073
Ridgeview High	466 Madison Avenue, Orange Park, FL 32065

**APPENDIX 2
PRICE PROPOSAL / PRICING TABLES**

Firms will be evaluated on the pricing tables below. Definitions/parameters for pricing for RFP 23-BA-130 can be found in Section 2 (page 17) of the RFP documents.

Pricing for Substitute Teachers:

POSITION	PAY RATE	PAY TYPE	MARKUP	BILL RATE
ECE Substitute Teacher – High School Diploma		Hourly		
Substitute Teacher – AA Degree		Hourly		
ECE Substitute Teacher – AA Degree		Hourly		
Substitute Teacher – BA Degree		Hourly		
ECE Substitute Teacher – BA Degree		Hourly		
Substitute Teacher – Master’s Degree or Higher		Hourly		
ECE Substitute Teacher – Master’s Degree or Higher		Hourly		
Substitute Teacher (*Exempted)		Hourly		
Long Term Substitute Teacher (11+ Days, Retro Back to Day 1)		Hourly		
Long Term Substitute Teacher Assistant District Approved Positions Only (11+ Days, Retro Back to Day 1)		Hourly		
Building Substitute Teacher		Hourly		
Substitute Teacher Assistant		Hourly		

* "Exempted" - Substitutes who have been assigned to an SBCC facility in the past and repeatedly shown above excellent performance but who may not have the necessary requirements (academic or otherwise) to meet the standards for a substitute teacher

Pricing for Other Positions

POSITION	PAY RATE	PAY TYPE	MARKUP	BILL RATE
Cafeteria Assistant Substitute		Hourly		
Custodian		Hourly		

Please list any placement fees (if applicable) should SBCC desire to hire an Assigned Employee to work in a full-time or part-time employment position with SBCC:

AUTHORIZED SIGNATURE OF PROPOSER

COMPANY NAME

DATE

ATTACHMENT 1**EDGAR CERTIFICATIONS**

All purchases involving the expenditure of federal funds must be compliant with the Education Department General Administrative Regulations ("EDGAR"). The following certifications and provisions are required and apply when the School Board of Clay County, Florida ("SBCC" "School Board") expends federal funds for any purchase resulting from this procurement process. Pursuant to 2 C.F.R. § 200.326, all contracts, including small purchases, awarded by the District shall contain the procurement provisions of Appendix II to Part 200, as applicable.

**REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS
APPENDIX II to C.F.R. PART 200**

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when School Board expends federal funds, School Board reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, for all contracts involving Federal funds in excess of \$10,000, School Board reserves the right to terminate the contract (i) for convenience, and/or (ii) for cause by issuing a certified notice to the vendor.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when School Board expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when School Board expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

EDGAR CERTIFICATIONS (continued)

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award resulting from this procurement process.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (F) during the term of an award resulting from this procurement process.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (G) during the term of an award resulting from this procurement process.

(H) Energy Policy and Conservation Act (2 CFR §910.120, 10 CFR §600.236). Vendor agrees to comply with the mandatory standards and policies relating to energy efficiency contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

Pursuant to Federal Rule (H) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (H) during the term of an award resulting from this procurement process.

(I) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (I) above, when federal funds are expended by School Board, Vendor certifies that during the term of an award resulting from this procurement process, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

(J) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.

EDGAR CERTIFICATIONS (continued)

Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (J) above, Vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The Vendor further certifies that: (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding 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 to any person for influencing or attempting to influence an officer or employee of any agency, 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 covered subawards in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

RECORDS ACCESS AND RETENTION

Records Access (34 CFR 80.36 (i)(10): All vendors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which are directly pertinent to this specific bid/contract for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention (2 C.F.R. § 200.333): Financial records, supporting documents, statistical records and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or passthrough entity in the case of a subrecipient.

RECOVERED MATERIALS

Recovered Materials (2 CFR §200.322): Contractor must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Vendor's Name: _____

Signature of Authorized Representative: _____

Print Name of Authorized Representative: _____

ATTACHMENT 2

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Instructions for Certification:

1. The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:
 - (a) presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 - (b) have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for 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 indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or
 - (d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Bidder: _____

Printed Name

Title of Authorized Representative

Signature:

Date:

ATTACHMENT 3
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, F.S. as follows:

Preference to businesses with drug-free workplace programs - Whenever two or more bids, proposals, or replies that are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid, proposal, or reply received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tied bids, proposal, or replies shall be followed if none of the tied vendor has a drug-free workplace program. In order to have a drug-free workplace program, 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 of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, 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.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: _____

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

(Date)

ATTACHMENT 4
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME _____). 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 _____) 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 _____) 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 shall be treated as fraudulent or otherwise intentional concealment of the true facts relating to submission of offers for this contract.

CONTRACTOR NAME: _____

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

(Printed Name)

(Signature)

(Title)

(Date)

ATTACHMENT 5
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND
CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Bidder must disclose in its Bid, the names of any employees who are employed by Bidder who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Bidder's Employee	SBCC Title or Position of Bidder's Employee	SBCC Department/ School of Bidder's Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

- I hereby affirm that there are no known persons employed by Bidder who are also an employee of SBCC.
- I hereby affirm that all known persons who are employed by Bidder who are also an employee of SBCC have been identified above.

Signature

Company Name

ATTACHMENT 6
BIDDER'S STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Bidder)

Name of bidder: _____

Identify the state in which the bidder has their principal place of business: _____

Identify the political subdivision (outside of Florida) in which bidder has its principal place of business:

OPINION OF OUT-OF-STATE BIDDER'S ATTORNEY ON BIDDING PREFERENCES

(To be completed by the Attorney for any Out-of-State Bidder)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A vendor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

_____ The bidder's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in that state.

_____ The bidder's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state **grant the following preference(s)** in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

_____ The bidder's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **do not grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

_____ The bidder's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision **grant a preference** in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

Signature of out-of-state bidder's attorney: _____

Printed name of out-of-state bidder's attorney: _____

Address of out-of-state bidder's attorney: _____

Telephone Number of out-of-state bidder's attorney: (_____) _____ - _____

E-mail address of out-of-state bidder's attorney: _____

Attorney's states of bar admission: _____

ATTACHMENT 7
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address:
Address of Proposed Office in Charge, if different:
Contact Person and Position:
Telephone:
2. Circle One: Corporation, Partnership, Individual, Joint Venture or Other
3. If Corporation,
Date of Incorporation:
State of Incorporation:
If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization:
Names and Titles of Principal Officers:
4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:
5. If Partnership: Date of Organization:
Nature of Partnership (General, Limited, or Association):
Name and Address of Partners:
6. If Individual: Name and Address of Owner:
7. Under what other or former names has your organization operated?
8. Length of time in business.
9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof.
10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties.



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 1 POSTED AT 10:00 A.M., ON DECEMBER 13, 2023

ADDENDUM 1 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: Replace Original RFP page 10 with **ADDENDUM 1 page 10 (attached)**

Note change in red: Questions on RFP shall be in writing to Shelly Vongchanta, Coordinator of Purchasing, sent via email to shelly.vongchanta@myoneclay.net no later than 2:00 PM on **January 12, 2024**.

NOTE: **VENDOR QUESTIONS AND DISTRICT RESPONSES 1-16 on the attached 3 Pages** shall be changes or additions to the requirements/conditions and shall be included in your response.

REMINDER: Proposals are DUE at 2:00 P.M., on February 7, 2024 and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this ADDENDUM 1 with your proposal

VENDOR NAME: _____
(Print)

SIGNATURE: _____

NAME & TITLE: _____
(Print)

SPECIAL CONDITIONS

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Proposers may use an attachment if sufficient space is not available on the original form for the bidder to enter a complete response. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of an RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor’s proposal response. Prior to submitting an RFP, it is the sole responsibility of Proposer to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Shelly Vongchanta, Coordinator of Purchasing, sent via email to shelly.vongchanta@myoneclay.net **no later than 2:00 PM on January 12, 2024.**

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any bidder’s proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Bidder’s may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

Any and all Addenda relating to this RFP shall be posted on DemandStar (Demandstar.com) and on the School Board of Clay County Purchasing website (ba.myoneclay.net/purchasing). Prior to submitting an RFP, it is the sole responsibility of the proposer to ensure that all addenda releases are received, and that all bid and addenda requirements have been completed and that all required submittals have been included without regard to how a copy of this RFP was obtained.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the contractor certifies that the contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.

AUTHORIZED SIGNATURE OF PROPOSER

COMPANY NAME

DATE

ADDENDUM 1

Question 1:

What is the final day to submit questions? The RFP lists two separate dates (December 6th and January 12th).

Answer 1:

January 12, 2024 is the final date to submit questions for this RFP. Revised page 10 (attached to this Addendum 1).

Question 2:

- What are the District's current hourly pay rates for the positions listed in the RFP?
- Please share the incumbent vendors current pricing.
- If this is not a new venture, what was the previous costs for these services?
- Please share the list of current vendors providing the services requested in the RFP.

Answer 2:

Please see the current rates from Kelly Services, the sole current vendor providing the services requested in this RFP to the School Board of Clay County, on Exhibit A of this Addendum.

Question 3:

Does this venture require bonding?

Answer 3:

There is no required bond for this RFP.

Question 4:

Are bidders required to have an office in a certain radius?

Answer 4:

No.

Question 5:

- What is the anticipated cost of this venture?
- Can you please provide us with an estimated or NTE budget allocated for this contract?
- What is the estimated budget for the mentioned RFP?

Answer 5:

2023-2024 Budget is \$5.5 Million.

Question 6:

Are vendors required to bid to fill all positions?

Answer 6:

Although not a requirement, it is strongly advised that vendors should show capability of filling all positions to gain a higher evaluation score under the Firm/Staff Qualifications, Pricing, and Scope Specific sections for scoring. Also, all proposers must meet at least the minimum criteria as specified on page 7 of the RFP or their proposal shall be noted as "non-responsive and/or non-responsible" and will not be evaluated/scored.

Question 7:

What is the average duration for a staff being requested?

Answer 7:

Average substitute day is seven (7) hours. Most substitute requests are to work one (1) day.

Question 8:

Could you share the number of substitute teachers currently working those are working on contract basis?

Answer 8:

570

Question 9:

- Are there specific certifications or state registrations required to bid on this venture?
- If a vendor does not have current and previous year's business licenses (2 total) to operate within Clay County, can we provide business licenses for other areas like Greenacres, Palm Beach along with State of FL to do license?

Answer 9:

Please refer to Section 1 starting on page 14 of the RFP for licensure information. A current and previous year's (2 total) "state, municipal, federal or county [business] license" are acceptable.

Question 10:

Could you please share the previous spending on this contract, if any?

Answer 10:

\$6.1 Million

Question 11:

Do we need to submit the actual resumes for proposed candidates or can we submit the sample resumes?

Answer 11:

As stated on page 16 of the RFP, at a minimum "resumes of Key and Administrative personnel" are requested with this RFP.

Question 12:

Are hourly rate ranges acceptable?

Answer 12:

No.

Question 13:

Please provide a copy of the proposal of the previous vendors providing temporary staffing, including rate/cost sheets.

Answer 13:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 14:

Please provide a copy of the proposal of the previous vendors providing temporary staffing, including rate/cost sheets.

Answer 14:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 15:

How many incumbents are going to be hired from each position.

Answer 15:

All positions are on an as-needed basis.

Question 16:

Could you please let us know the length of the contract.

Answer 16:

Contract term is stated on page 6 of the RFP.

**EXHIBIT A
PRICING FOR KELLY EDUCATION**

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Staffing between Kelly Services, Inc. and The School Board of Clay County, dated 7/25/2023 The pricing in Exhibit A is confidential and proprietary to Kelly.

1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
SUBSTITUTE TEACHER (TRANSITIONAL EMERGENCY SUB)	\$12.66	Hourly	1.300	\$ 16.46
SUBSTITUTE TEACHER-AA DEGREE	\$14.00	Hourly	1.300	\$ 18.20
ECE TEACHER AA DEGREE	\$14.00	Hourly	1.400	\$ 19.60
SUBSTITUTE TEACHER-BA DEGREE	\$14.66	Hourly	1.300	\$ 19.06
ECE TEACHER- BA DEGREE	\$14.66	Hourly	1.400	\$ 20.52
SUBSTITUTE TEACHER-MASTER'S DEGREE OR HIGHER	\$16.00	Hourly	1.300	\$ 20.80
ECE TEACHER-MASTER'S DEGREE	\$16.00	Hourly	1.400	\$ 22.40
SUBSTITUTE TEACHER ASSISTANT	\$12.00	Hourly	1.300	\$ 15.60
LONG TERM SUB PAY-(11+ Days, Retro Back to Day 1)	\$20.00	Hourly	1.295	\$ 25.90
LONG TERM SUB TA PAY District Approved Positions Only-(11+Days, Retro Back to Day 1)	\$14.81	Hourly	1.295	\$ 19.18
Building Sub (\$125/day)	\$16.67	Hourly	1.295	\$ 21.59
ECE TEACHER-HS DIPLOMA	\$12.75	Hourly	1.400	\$ 17.85
CUSTODIAN SUBSTITUE	\$12.00	Hourly	1.370	\$ 16.44
CAFETERIA ASSISTANT SUBSTITUTE	\$12.00	Hourly	1.370	\$ 16.44

A signed Job Description is required for each position listed.

2. Pricing for Hiring a Kelly Assigned Employee

Customer agrees to pay a placement fee upon hiring the Kelly Assigned Employee to work in full- or part-time position of employment with the Customer. The placement fee is based on days worked. The fee schedule is set forth below.

1 – 90 days worked	Fee Waived
--------------------	------------

Kelly will not charge Customer a placement fee for transition of Customer recruited or transitioned employees.

KELLY SERVICES, INC.

School Board of Clay County

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 2 POSTED AT 4:30 P.M., ON JANUARY 22, 2024

ADDENDUM 2 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: PROPOSAL DUE DATE CHANGED TO FEBRUARY 14, 2024

FINAL ADDENDUM ISSUED ON JANUARY 29, 2024

REMINDER: Proposals are DUE at 2:00 P.M., on February 14, 2024 and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this ADDENDUM 2 with your proposal

VENDOR NAME: _____
(Print)

SIGNATURE: _____

NAME & TITLE: _____
(Print)



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 3 POSTED AT 12:00 P.M., ON JANUARY 29, 2024

ADDENDUM 3 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: VENDOR QUESTIONS AND DISTRICT RESPONSES 1-31 on the attached 4 Pages shall be changes or additions to the requirements/conditions and shall be included in your response.

REMINDER: Proposals are DUE at 2:00 P.M., on February 14, 2024 and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this ADDENDUM 3 with your proposal

VENDOR NAME: _____
(Print)

SIGNATURE: _____

NAME & TITLE: _____
(Print)

Question 1:

Would you consider virtual teachers for this RFP to fill long term sub positions?

Answer 1:

No, we will not consider virtual teachers at this time.

Question 2:

Can the District please clarify how needs for vendor supplied contractors will be disseminated to awardees post award?

Answer 2:

The awarded vendor would supply software to facilitate requests.

Question 3:

Can the District please provide a detailed explanation for how points will be awarded for the pricing section of this solicitation (i.e. lowest bill rate receives maximum points, and next lowest vendor receives a prorated amount; lowest bill rate receives maximum points, and the next lowest vendor receives a predetermined amount of points)?

Answer 3:

Point allocations for all sections will be at the discretion of the person(s) on the evaluation committee.

Question 4:

When is the estimated contract award date, and how will the District communicate award status to vendors?

Answer 4:

All estimated dates can be found under "Timetable" on page 13 of the RFP. The district will notify the vendor recommended for award via email and US mail. No other notifications will be sent, but emails and phone calls are welcome from all vendors.

Question 5:

How many vendors does the District expect to award a contract to for the services requested in this solicitation?

Answer 5:

The District expects to award one (1) vendor, the highest score, as a result of this RFP.

Question 6:

- Can the District please provide incumbent information and current bill rates for contracts in place for similar services?
- Can you please provide the current pay rates for the positions listed in Appendix 2?

Answer 6:

Please refer to Addendum 1, Exhibit A, of this RFP

Question 7:

Can the District please clarify the maximum weekly allowable hours approved for providers requested in this solicitation?

Answer 7:

37.5 hours per week (for a long-term substitute)

Question 8:

Can the District please provide the total amount of billing, broken down by vendor and classification, for all vendor supplied Teachers, Food Service Workers, Custodians and Teacher Assistants utilized during the 2022-23 school year?

Answer 8:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 9:

What is the average caseload for the providers requested in this solicitation?

Answer 9:

Providers do not have a "caseload" as requests are on an as-needed basis.

Question 10:

- Can the District please provide the total amount of full-time, vendor supplied (Teachers, Food Service Workers, Custodians, and Teacher Assistants) utilized during the 2022-23 school year?
- By position type, how many absences requiring a substitute were requested during the 2022-2023 school year and how many of those absences were filled?

Answer 10:

Position	Total Absence	Total Filled
Teacher	38,662	35,097
Teacher Assistant	9,501	6,634
Food Service	488	488
Custodial	164	164

Question 11:

Can the District please describe the supplies and materials that contracted providers will have access to at the District?

Answer 11:

The contracted providers will typically have access to basic classroom materials/supplies, any lesson plans from the teacher, and limited access to computer use. Each provider will have to check with the location they are working at time of service.

Question 12:

What travels between schools is expected for these providers?

Answer 12:

The District does not have any travels between schools expectations. Substitutes take a position at a particular school campus and do not change schools during the school day.

Question 3:

What is the expected amount of full-time, vendor supplied (Teachers, Food Service Workers, Custodians, and Teacher Assistants) needed during the 2023-24 SY?

Answer 13:

The expectation is that the vendor will fulfill 96% of classroom teacher requests and 90% of food service workers, custodians and teacher assistants.

Question 14:

Will the District accept digital proposal submissions?

Answer 14:

Not at this time.

Question 15:

Will the District accept contract exceptions?

Answer 15:

Contract exceptions may be considered on a case-by-case basis, and approval of such exceptions shall be at the sole discretion of the District.

Question 16:

What is the District's expectation of the vendor in regards to supervision?

Answer 16:

The vendor should allow principals at the schools to hold immediate supervision rights and be allowed to request for a substitute to not return to their campus. HR expects the vendor to communicate all allegations to the Human Resources Director of Instructional Personnel for review.

Question 17:

Is the District open to alternative bid submissions about other available offerings.

Answer 17:

These may be looked at on a case-by-case basis, at the sole discretion of the District.

Question 18:

Is the District open to an MSP or Workforce Solution?

Answer 18:

Yes.

Question 19:

Which policies does the client require the Vendor to name them as an additional insured under?

Answer 19:

All required insurance policies are specified on pages 8-9 of the RFP. SBCC shall be named as additional insured for all specified insurance.

Question 20:

How much was the 2022-2023 school year expenditure for this service with your current provider?

Answer 20:

Please see Addendum 1, Question 10.

Question 21:

Can the District confirm if the Teachers needed are all ESE, or Gen Ed, or a mix of both.

Answer 21:

Mix of both.

Question 22:

By position type, how many absences requiring a substitute were requested from July 1, 2023 through December 31, 2023 and how many of those absences were filled?

Answer 22:

Position	Total Absence	Total Filled
Teacher	20,960	18,240
Teacher Assistant	3,308	1,902
Food Service	30	30
Custodial	254	162

Question 23:

Approximately how many substitutes are currently requested daily?

Answer 23:

More than 100

Question 24:

How many Teacher vacancies does the District currently have?

Answer 24:

The District has 46 current classroom Teacher vacancies.

Question 25:

How many substitute teacher requests were moved to "no sub needed" status during the 2022-2023 school year?

Answer 25:

This information is not readily available.

Question 26:

Are absences/fills resulting from your vacancies included in your absentee management software system and counted toward your substitute placement total?

Answer 26:

Yes.

Question 27:

Can the District please clarify what the difference is from a Substitute Teacher and a Building Substitute Teacher?

Answer 27:

A Substitute Teacher fills the role of a classroom teacher for a specific teacher that is out for the day. A Building Substitute Teacher commits to coming on campus every day and fills in at the school wherever needed, not for a specific teacher.

Question 28:

Can you please provide a list of your 20 hardest-to-fill school locations?

Answer 28:

1	Elevation Academy
2	Plantation Oaks Elementary
3	Oakleaf Village Elementary
4	Lakeside Elementary
5	Bannerman Learning Center
6	Lake Asbury Elementary
7	Grove Park Elementary
8	Orange Park Junior High
9	Oakleaf High
10	Argyle Elementary
11	Charles E Bennett Elementary
12	Lake Asbury Junior High
13	RideOut Elementary
14	Green Cove Junior High
15	Tynes Elementary
16	Keystone Elementary
17	Coppergate Elementary
18	Swimming Pen Creek Elementary
19	S Bryan Jennings Elementary
20	Clay High

Question 29:

Can you please provide absences, fills and fill rate percentage by school location for the 2022-2023 school year?

Answer 29:

This information is not readily available.

Question 30:

How many certified teachers at each school locations?

Answer 30:

High Schools average 100, Junior Highs average 70 and Elementary averages 50-60 certified teachers.

Question 31:

Do you anticipate increasing the pay rates for these positions moving forward? If so, can you please provide the new projected pay rates?

Answer 31:

All pricing requirements/adjustments can be found under "Pricing" on page 17 of the RFP.

ORIGINAL

Kelly Education

Clay County District Schools

RFP 23-BA-130

Temporary Substitute and Other Staffing
Services

RFP Opening: February 14, 2024, 2:00 P.M.



For more information on this proposal,
please contact:

Cheryl Courier
Vice President and South Practice Lead,
Kelly Education
Mobile: +1 407.766.8825
Email: cheryl.courier@kellyservices.com

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DRAFT

Cover Letter



On behalf of our entire Kelly® Education team, I would like to thank Clay County District Schools (“CCDS” or “District”) for the opportunity to present this proposal in response to **RFP #23-BA-130 for Temporary Substitute and Other Staffing Services**. As your staffing partner since 2014, we look forward to continuing our solid partnership by offering you an industry-leading workforce solution that remains unmatched. In this cover letter, we provide all the required information as listed in your RFP:

- **A brief statement of the contractor’s understanding of the services to be provided.**

As your current strategic partner and provider of highly qualified substitute and long-term talent, Kelly Education has a clear understanding of the services to be provided. Our experience supporting CCDS for the past 10 years and specific insight into your District’s needs, coupled with our vast success serving other large school districts in Florida and across the nation, makes us uniquely qualified to provide all the required services. You can be confident that with Kelly Education as your partner, we will be ready on day 1!

- **The name(s), title(s), phone number(s), fax number(s), e-mail address(es), and street address(es) of the person(s) in the organization who will be the client’s services manager who will be responsible for coordinating all services.**

Under the leadership of Tina Mosley, Angela Orvis will be the dedicated CCDS Account Manager. 151 College Dr., Suite 8, Orange Park, FL 32065 | 904.720.8327 | angela.orvis@kellyservices.com

- **Highlights of the contractor’s qualifications and ability to perform the requested services.**

Kelly Education knows exactly what CCDS needs from a partner because, quite simply, we have been successfully providing staffing services at your schools for the past 10 years. We also know what resources are required locally to fully support your district and are prepared to continue to offer you a personalized solution with a dedicated, local Kelly Education account team and the addition of on-site support if the District would like. We provide detailed information on our qualifications and ability to perform the requested services in our response to **Section 1: Firm / Staff Qualifications**.

- **Specify the level of capability, financial stability, material equipment, facilities, personnel, resources, experience knowledge and expertise, or demonstrate ability to obtain any of these, necessary to meet contractual requirements.**

Kelly Education has the full capabilities necessary to meet CCDS’s contractual requirements. We have been a financially stable company throughout our entire history, and we continue to maintain this competitive advantage in today’s uncertain economy. For more detailed information about Kelly’s financial condition, please visit the Investor Relations section of our website at kellyservices.com.

We have 27 years of proven experience providing staffing services to districts of all sizes and complexities. With our local and national networks, capacity, and expertise in finding, attracting, screening, and hiring high-quality talent, there should be no doubt that Kelly Education is well positioned to meet your ongoing workforce needs. We have a local office in close proximity to the CCDS District building where your dedicated Kelly Education account team works out of (*see details on this team on page 34*) and are prepared to offer on-site services, if desired by CCDS.



- **Indicate whether the contractor has a satisfactory record of performance on similar projects.**

Including CCDS themselves, we partner with over 9,000 elementary, middle, and high schools around the United States on similar projects as required by your District. Our clients range from rural districts to large city systems, and everything in between. We have a proven track record of designing custom solutions centered around each district's local needs and pain points. Our experience with Florida schools, in particular, is robust. We believe that our best-in-class customer service, innovation, and value are why we currently support nearly 50% of all full-time teachers working in the state of Florida at 40 education partners.

- **The contractor shall supply information that is fully responsive to the RFP, including, but not limited to, provision of any required license, permits, insurance, price sheets and organizational papers.**

In submitting this proposal, Kelly Education is fully responsive to this RFP. We have provided all required documentation as it pertains to required licenses, permits, insurance, price sheets and organizational papers.

- **Specify the level of work experience especially as it relates to proposed Scope of Services noted in RFP.**

Our proven experience with school districts of all sizes and challenges—enhanced by our experience within the state of Florida and most importantly our success partnering with CCDS since 2014—demonstrates that we have the unmatched expertise to provide the services required by your District as noted in the RFP's Scope of Services section. See additional details in our responses to **Section 3: Understanding of Scope of Services** and **Section 4: Approach / Scope Specifics**.

- **Indicate whether contractor has ever had a contract/agreement/business relationship terminated/cancelled/suspended. If so, what were the reasons, and what was the ultimate outcome?**

The Kelly Education national retention rate is 95%, attesting to the satisfaction of our partner districts. The contracts that have been discontinued over our 27 years of supporting school districts have been due to budget (lowest cost provider) or the school district's desire to fulfill their substitute staffing needs internally.

- **Indicate whether contractor has ever filed a Bid/RFP/RFQ protest. If so, what were the reasons, and what was the ultimate outcome?**

Yes, Kelly Education has filed one protest. The district's decision stood. Our reason for filing the protest was the experience and references provided by the awarded vendor.

- **Indicate whether contractor has ever filed an administrative or judicial action with any State agency or State court. If so, what were the grounds/reasons, and what was the ultimate outcome?**

No, we have not.

In closing, Kelly Education would be honored to continue our partnership with CCDS. **We know your schools, where you find value, and how to best support your ongoing needs for quality substitute and long-term staff.** If selected, we will work hard to continually evolve your program and bring innovation to CCDS that balances cost, quality, and access to talent. It is our hope that you will select us to continue providing you with the premier educational staffing services you expect and require.

Sincerely,



Cheryl Courier – Vice President and South Practice Lead, Kelly Education
407.766.8825 | cheryl.courier@kellyservices.com



Section 1: Firm/Staff Qualifications

a. Organization Description

Kelly Services, Inc.

As the inventor of the temporary workforce concept and the first to introduce it to the world in 1946, Kelly® is a global leader in providing workforce solutions to organizations around the world. **In 2024, we are commemorating 78 years of global industry leadership.**

Headquartered in Troy, Michigan, we offer market-leading staffing services as well as a comprehensive array of outsourcing and consulting services. We began with a fledgling idea of helping companies with their typing needs. Since that time, we've continued to identify what's next in the world of work by expanding into new talent areas that filled often unknown and undefined needs, becoming the **largest education staffing provider**, as ranked by Staffing Industry Analysts (SIA).



Kelly has nearly 7,500 corporate employees globally and we directly employ more than 300,000 temporary employees around the world, in addition to connecting thousands more with work through our global network of talent suppliers and partners.

Kelly's legal business structure is designated as a C Corporation. We are incorporated in the state of Delaware under our current name, Kelly® Services, Inc. A history of the company's name is provided below:

- 1946 – Russell Kelly Office Service
- 1952 – Personnel Service, Inc.
- 1955 – Russell Kelly Office Service of Delaware, Inc.
- 1957 – Kelly Girl Service, Inc.
- 1966 – Kelly Services, Inc.

Kelly Education



As a specialty business unit of the larger Kelly organization, Kelly® Education is one of the country's most trusted sources of education talent. In 1997 we delivered the first education staffing solution by partnering with Gulfport School District in Mississippi and they are still a partner today, almost 27 years later!

Kelly Education is focused exclusively on PreK-12 education, special needs, early childhood education, higher education, and tutoring solutions. We serve schools of all sizes throughout the country, offering customized solutions that address the needs of the individual district. We have pioneered many of the best practices adopted by the PreK-12 education staffing market, including our competitors.





Put plainly, Kelly Education is the "gold standard" that others attempt to emulate but rarely achieve the level of quality in personnel or performance we deliver.

In the United States, we have 154 offices, which includes 16 in the state of Florida alone. The Clay County District Schools's program will continue to be serviced through our office located at 151 College Dr., Suite 8, Orange Park, FL 32065.

Kelly® Education by the numbers.

We are servicing more than **9,000** schools and institutions across 41 states.

We have successfully implemented approx. **1,100** school/district programs since 1997.

We place qualified staff in **4M** classrooms during a single year, including 300,000 non-instructional positions.

We have handled more than **33,000** absences in a single day during the school year.

Our toll-free, centralized customer support team is available 15 hours daily, with **100+** trained engagement specialists to constantly monitor and manually fill absences.

Available by phone or email, our team handles more than **1.8M** requests for help each school year.

















An Equal Opportunity Employer © 2023 Kelly Services, Inc. All rights reserved MT2638



Organizational Chart

CCDS will continue have access to a tenured team at Kelly Education and our expert resources, all while enjoying the convenience of a one-stop relationship approach. Over the course of our partnership, our local team (shown below) has always worked closely with your district to build an effective substitute staffing program, focused on responsiveness and quality. Please see our organizational chart below:

Partnership Team for Clay County District Schools

		
Cheryl Courier VP & South Practice Lead		
Client Services	Talent Care	Recruiting and Onboarding
		
Chris Zuber Client Services, Sr. Director	Amy Tiedale Talent Care, Sr. Director	Amanda Spooner Fulfillment Center Manager
		
Adam Lavender Client Services Lead	Sarah Potty Talent Care Manager	Jessica Carpenter Fulfillment Center Manager
		
Angela Orvis CCDS Dedicated Account Manager	Laura French Talent Advisor	Baylor Bunch Sr. Fulfillment Lead
		
Savannah Miller Talent Advisor	Ashley Webb Sr. Fulfillment Lead	Tina Mosley Sr. Director, Recruiting & Onboarding
		
		Rachel Garrett Recruiting Manager
		
		Adrienne Torres Ortiz Sr. Recruiting Strategist
		
		Stephanie Stone Onboarding Manager



b. References & List of Districts



Clay County District Schools

900 Walnut Street, Green Cove Springs, FL 32043

Contact: Brenda Troutman, Assistant Superintendent for Human Resources

Phone: 904.336-6706

Email: Brenda.troutman@myoneclay.net

Dates of service: 2014 to Present

Contract status (expired, terminated, current): Current

Services provided: Daily and long-term Substitute Teachers, Teacher Assistants, Food Service, and Custodian Support Staff

Estimated # of substitutes provided within the last 12-month period: 43,218 assignments filled by 606 substitutes

Size of district: 44 schools

Any other relevant information: Before our partnership began, CCDS struggled to maintain its substitute pool above 350 active substitute teachers and was using a manual absence tracking process. Upon implementation of the Kelly Education solution, we quickly got to work on the District's immediate needs. We implemented our automated absence tracking and scheduling system (Frontline) and through our hands-on approach, eliminated the administrative burden of substitute workforce management from the District personnel.

Since July 2018, we have filled 207,430 absences for CCDS with a 90% average teacher fill rate. Since the summer of 2020, 88,151 absences have been filled with substitutes holding a BA/BS degree or higher which equals over 65% of all filled absences in CCDS from 8/1/2020 to 12/31/2023. In addition, as a testament to the high caliber of employees we assign to CCDS, the District has hired on 72 of our substitutes in 2023, at no additional cost.

We have created District-specific programs in alignment with the Superintendent's initiatives and our local account team serves as a regular presence at CCDS, working directly with the District HR team. We have always provided excellent customer service and immediate availability to the District and we are excited to take our partnership forward as we bring new innovations and ideas to evolve this program.



Our partnership in action: Kelly Education delivers donuts to CCDS HR Team





**Orange County
Public Schools**

Orange County Public Schools

445 West Amelia Street, Orlando, 32801

Contact: Bonnie Toffoli, Director, Talent Acquisition and HR Programs

Phone: 407.317.3200 Ext. 2002150

Email: OCPS will only provide references via phone

Dates of service: 2006 to Present

Contract status (expired, terminated, current): Current

Services provided: Daily and long-term Substitute Teachers and Teacher Assistants

Estimated # of substitutes provided within the last 12-month period: 269,000 assignments filled by 4,069 substitutes

Size of district: 212 schools

Any other relevant information: We are pleased to be entering our 17th year of service to OCPS, the 7th largest school district in the United States. Through our long partnership, renewed in 2023 in a competitive RFP, we have filled more than 3 million absences with an overall 92.6% fill rate. That fill rate statistic includes the COVID years when most districts experienced unprecedented hiring challenges.



Kelly Education celebrates the 2023 renewal of our OCPS partnership.

Kelly Education significantly expanded and then maintained the substitute pool at OCPS from the start of our partnership, raising their fill rates from the 70th percentile to our current rates in the high 90th percentile. Our current pool size is 4,069 substitute educators, and together we fill an average of 170k absence each year.



Oconee County School District

414 S Pine St Walhalla SC 29691

Contact: Al D. LeRoy, Director, Human Resources

Phone: 864.718.5728

Email: aleroy@sdoc.org

Dates of service: 2023 to Present

Contract status (expired, terminated, current): Current

Services provided: Teachers, Teacher Assistants, Custodians, and Clerical

Estimated # of substitutes provided within the last 12-month period: 12,791 assignments filled by 237 substitutes (new partnership)

Size of district: 19 schools

Any other relevant information: Our partnership with Oconee County School District was Board approved in June 2023 and we went live August 2023. We transitioned 139 substitutes in one month to be ready for the go live date for the first day of school. Kelly Education currently has 237 active substitutes who work from



1-5 days a week at various locations. We deploy innovative recruiting and engagement solutions to support the District's ever-changing needs, resulting in increased year over year fill rates. Besides substitute staff, we also fill long-term placements for teachers, teacher assistants and custodians at various locations. In partnership with Oconee, we encourage certified retired teachers to apply with Kelly Education. In addition to our comprehensive training and orientation plans, we also support the professional development of our active employees by encouraging them to take advantage of the various voluntary webinars we offer such as "Back-to-School", "New Substitute", "Communication Essentials", "Recognizing & Adapting to Student Behaviors", "Communication Essentials", "Positive Behavior", and "Student Disabilities", "Positive Behavior" and "Students with Autism".



Charleston County School District

75 Calhoun St. Charleston SC 29401

Contact: Scot Fitzpatrick, Human Resources Supervisor

Phone: 843.937.6469

Email: scott_fitzpatrick@charleston.k12.sc.us

Dates of service: 2013 to Present

Contract status (expired, terminated, current): Current

Services provided: Teachers, Teacher Assistants, Food Service, ECE, and SPED

Estimated # of substitutes provided within the last 12-month period: 75,543 assignments filled by 1,534 substitutes

Size of district: 88 schools and specialized programs

Any other relevant information: CCSD is the 2nd largest school district in South Carolina. Kelly Education has worked with the District since 2013, providing substitute teachers and teacher assistants. In 2017, we expanded our services to the District with 178 full-time Nutrition Service Workers. We have a dedicated onsite Account Manager who sits in the District's HR Department, and we have a local Kelly Education office for recruiting and orientation. We also launched the TERI payroll service allowing retired executive employees to continue working in the school.

We have enjoyed a partnership with CCSD that thrives on creative problem-solving and collaboration—before, during, and after the pandemic. In 2021, looking for a way to take their fill rate and recruitment to the next level, we performed a full analysis of the local job market. That information helped them target a new pay rate that drove increased interest among job seekers. During COVID we partnered with the CCSD to come up with creative ways of filling classrooms to avoid district staff having to serve as substitutes during the more trying times. We were able to do this while maintaining an 84% fill rate even during the height of the crisis. For the 2022-2023 school year, our fill rate is 91.91%.



Our team setting up a January '24 substitute appreciation station at Charleston's Northwoods Middle School.





Miami-Dade County Public Schools

1450 Northeast 2nd Ave. Miami FL. 33132

Contact: Dr. Thomas Fisher, Administrative Director

Phone: 305.995.2566

Email: tfisher@dadeschools.net

Dates of service: 2023 to Present

Contract status (expired, terminated, current): Current

Services provided: Substitute Teachers, Teacher Assistants, and HeadStart Substitutes

Estimated # of substitutes provided within the last 12-month period: 72,340 assignments filled by 4,200 substitutes (new partnership)

Size of district: 425 schools

Any other relevant information: Our program for Miami-Dade went live in October 2023. Prior to Kelly Education taking over, the District averaged around a 30% fill rate. In our first month, we had a pool of approximately 2,300 substitutes and increased the fill rate to 80%. Month over month we have continued to grow the pool, using a wide array of grassroots recruiting strategies. We have yard signs, banners, and fliers strategically placed at all school locations to encourage potential candidates to come work for Kelly Education and the District. In January we started partnering with the Mayor's Education Advisory Council to host recruiting events in different regions within Miami-Dade. Our pool has grown to over 4,000 substitutes and we are averaging a 94% fill rate in January of this year.



The School District of Osceola County

817 Bill Beck Blvd Kissimmee, FL 34744

Contact: Hope Pope, Supervisor of Personnel Relations and Recruitment

Phone: 407.870.4800

Email: Hope.Pope@osceolaschools.net

Dates of service: 2022 to Present

Contract status (expired, terminated, current): Current

Services provided: Substitute Teachers, Substitute Teacher Assistants, and VPK Substitutes

Estimated # of substitutes provided within the last 12-month period: 56,620 assignments filled by 1,310 substitutes

Size of district: 60 schools

Any other relevant information: Prior to our partnership, the District averaged a 49% fill rate for the school year 2021-2022. When our partnership began in the 2022-2023 school year, Kelly Education was able to increase that to an 81% fill rate while also seeing an increased volume in absences from 21,000 (21/22) to 41,500 (22/23). For the current school year to date (23/24), Kelly Education is achieving a 91% fill rate. Our substitute teacher pool grew from 640 in year one of our partnership to over 1,100 currently. We also increased our teacher assistant fill rate and implemented a long-term pay and retired teacher pay for this school year.





List of School District Partners

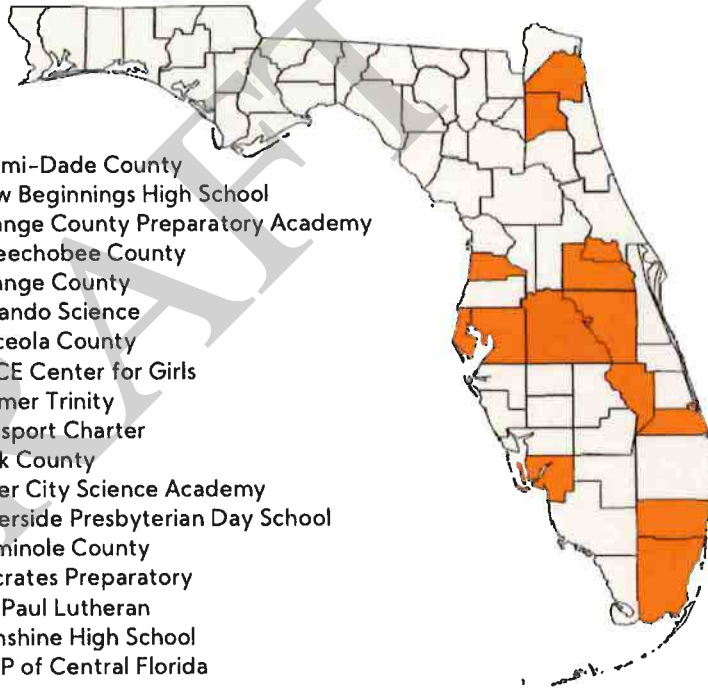
We are very proud of the strong relationships we have with our district partners. To honor confidentiality agreements with our clients, we do not publish client names unless they have specifically agreed to act as a reference. While we do not publish client lists, we would be happy to discuss our experience in detail with CCDS as needed.

Additionally, please see the below map highlighting some of our partnerships in neighboring Florida districts.

Kelly Education FLORIDA

40 districts including:

- AMI Kids
- The Bolles School
- Broward County
- Clay County
- Central Florida Leadership
- Discovery Academy
- Excel Christian Academy
- Hartridge Academy
- Hernando Charter
- Hernando County
- Hillsborough County
- Jacksonville Country Day
- KIPP Jacksonville
- Lake Eola Charter
- Lakeland Montessori
- Lee County
- Legends Academy
- Martin County
- Miami-Dade County
- New Beginnings High School
- Orange County Preparatory Academy
- Okeechobee County
- Orange County
- Orlando Science
- Osceola County
- PACE Center for Girls
- Palmer Trinity
- Passport Charter
- Polk County
- River City Science Academy
- Riverside Presbyterian Day School
- Seminole County
- Socrates Preparatory
- St. Paul Lutheran
- Sunshine High School
- UCP of Central Florida



To further highlight our unmatched experience in providing services to districts of similar size and scope as CCDS, we have included reference letters and case studies on the next pages.





Reference Letter from Polk County Public Schools



**POLK COUNTY
PUBLIC SCHOOLS**

BOARD MEMBERS

January 9, 2023

Sara Beth Wyatt
Board Chairman
District 4

Lisa Miller
Board Vice Chairman
District 7

William Allen
District 1

Lori Cunningham
District 2

Sarah Fortney
District 3

Kay Fields
District 5

Lynn Wilson
District 6

C. Wesley Bridges, II
General Counsel

ADMINISTRATION

Frederick R. Heid
Superintendent

Greetings,

I am submitting this letter of support on behalf of Kelly Education. Kelly Education has served as the third-party vendor for substitute services for the Polk County Public School District for over eight years.

In addition to effectively managing our substitute needs (throughout our 159+ locations), Kelly Education has also assisted the district with addressing vacancy needs within several targeted locations as well as during specific times during the school year such as FTE. Their partnership has been proven to be instrumental in helping to ensure students are continually served by qualified substitutes and/or fully qualified teachers. So far this school year, Kelly Education has been able to fill nearly 46,000 teacher assignments with a fill rate of 85%.

Kelly Education continues to deliver superior customer service to Polk County Public Schools. I have had the pleasure of interacting with Kelly Education in various capacities - as a teacher, school-based administrator, and district-level staff member. At every point, I have found Kelly Education to be thorough and efficient, knowledgeable, responsive, and adequately prepared to address the unique needs throughout the Polk County School District.

Please feel free to contact me directly should you have any additional questions regarding my customer-related experiences with Kelly Education.

Kindest Regards,

Cheryl Hill

Cheryl Hill, Director of Recruitment & Certification Compliance
Polk County Public Schools
863-534-0781 x545

STUDENTS FIRST



1915 S. Floral Ave.
Bartow, FL 33830



P.O. Box 391
Bartow, FL 33831



863-534-0500



polkschoolsff.com



Reference Letter from the School Board of Martin County, Florida

DEPARTMENT OF HUMAN RESOURCES

THE SCHOOL BOARD OF MARTIN COUNTY, FLORIDA

1939 SE Federal Highway • Stuart, Florida 34994 • Telephone (772) 219-1200 Ext: 30100 • Facsimile: (772) 219-1230



JULIE SESSA, ARM, SHRM-SCP, Assistant Superintendent of Human Resources

SHANNON ARMSTRONG, Director of Human Resources

DON CALDERONE, MBA, ARM, Director of Risk Management & Employee Benefits

JEFFREY RAIMANN, Director of Recruitment and Retention

January 5, 2024

To whom it may concern,

It is my absolute pleasure to recommend Kelly Education Services for all of your substitute teacher needs. Tina Mosley, Kathie Martin, and their team displayed professionalism, patience, and always fostered positive discussions during our school district's transition to Kelly Education Services. Their constant communication with our district office staff, substitute teachers, and school sites were greatly appreciated and they went above and beyond our expectations.

Our school sites have experienced an increase in their fill rates since Kelly Education took over and are very pleased to continue educating our students when their teachers are absent.

Without a doubt, I confidently recommend Kelly Education Services to you, and trust your experience with them will be as positive as mine. I know that Kelly Education Services will be a beneficial addition to your school district.

If I can answer any additional questions about my experience as a customer, please feel free to contact me at 772-219-1200 or email at sessaj@martinschools.org.

Best wishes,

Julie Sessa
Assistant Superintendent of Human Resources

Michael Maine, Superintendent

School Board Members • Michael DiTerlizzi • Marsha Powers • Amy Pritchett • Christia Li Roberts • Jennifer Russell

"Educate all Students for Success"



Reference Letter from Hillsborough County Public Schools

School Board
Nadia T. Combs, Chair
Henry "Shake" Washington, Vice Chair
Lynn L. Gray
Stacy A. Hahn, Ph.D.
Karen Perez
Patricia "Patt" Rendon
Jessica Vaughn



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Superintendent of Schools
Addison G. Davis

January 23, 2023

To Whom It May Concern,

I am pleased to provide this letter to recommend Kelly Education who has been our substitute partner for Hillsborough County Public Schools (HCPS) since 2014. Kelly Education not only fill our vacant classrooms with substitute teachers and paraprofessionals, they also go above-and-beyond to provide us with top-notch service. They have been attentive to our staffing needs and have worked diligently to fill vacancies. They have offered incentives and increased recruitment efforts to meet the needs of our most difficult schools. Because of their excellent hiring practices, we have benefited by hiring many of their recruits as regular school district employees!

Throughout our partnership, Kelly Education has worked directly with us to create many programs over the years for example our Building Substitute Program which has allowed us to maintain consistency for each school and substitute educator while increasing our fill rates. They also created an HCPS mentor program, which provides on the job mentoring and reviewing performance for active substitute educators. This program is at no additional charge to Hillsborough but has been very beneficial.

Please feel free to contact me directly if you have additional questions regarding my customer related experiences with Kelly Educational Staffing.

Respectfully,

Craig S. Horstman
General Manager of Personnel Services
Division of Human Resources
Hillsborough County Public

Connect with Us • HillsboroughSchools.org • P.O. Box 3408 • Tampa, FL 33601-3408 • (813) 840-7343
Sam Horton Instructional Services Center • 2920 N. 40th Street • Tampa, FL 33605-3512



Reference Letter from the School District of Hernando County, Florida

The School District of Hernando County, Florida
Human Resources Department
919 N. Broad Street
Brooksville, FL 34601
Phone: (352) 797-7005
Fax: (352) 797-7105



Learn It. Love It. Live It.

Superintendent: John Stratton
Board Chairperson: Gus Guadagnino
Vice Chairperson: Susan Duval
Board Members:
Mark Johnson
Linda Prescott
Shannon Rodriguez

April 19, 2023

To Whom it May Concern,

Please accept this letter of support for Kelly Services. I am the Director of Human Resources for Hernando County School District and have worked with Kelly Services for the past 4 years in my current role. Before coming to Human Resources I was a teacher, Assistant Principal and Principal in the district for 26 years. Kelly Services has been providing services in Hernando County for the past 9 years. During that time they have consistently provided substitute teachers with a fill rate of approximately 97% before the pandemic. Of course, we all had to recover from 2 years of Covid and Kelly Services currently is back up to approximately an 83% fill rate average for this school year.

Our representative from Kelly is on site most days and does a great job coordinating with our schools to help prevent issues and solve issues when they arise. He attends recruiting events and they currently have the greatest number of substitutes available in their history in our county. The extended team from Kelly is also very responsive and return emails and phone calls within minutes. Our representative is on several local boards that support schools and our community at large and offers his time and assistance in any way possible. They even assist with meetings to support schools and other groups and will donate lunches/meals to support our employees when asked.

Kelly, in my opinion, has been a valuable partner for the last 9 years and I look forward to our continued work in the future.

Ray Pinder
Director of Human Resources
Hernando County Schools

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or GINA in its educational programs or employment practices.



Reference Letter from Charleston County School District



June 29, 2022

To Whom It May Concern:

Prior to the 2013-2014 school year, the Charleston County School District (CCSD) structured its substitute teacher program so that one technician managed it. At the time, the district served around 45,000 students and employed nearly 4,900 teachers and teacher assistants – all employees who may need substitute coverage. Because of the volume of the program, the technician dedicated most efforts to onboarding new substitutes and recording reported incidents. Time did not permit for counseling those with reported performance issues or for creating comprehensive recruitment campaigns of substitutes that could mitigate shortages. This status quo approach to managing the program led to frustrations at both the central office and school levels. We knew that we had to rethink our approach.

Division of Human Resources

Donald R. Kennedy, Sr.
Interim Superintendent of Schools

William Briggman
Chief Human Resources Officer

After thorough vetting of substitute contractors, CCSD chose to partner with Kelly Education so that they could manage the massive operation which would support coverage for teachers, teacher assistants, and Head Start employees. After testing the program in a small number of select schools who consistently had difficulty filling absences, Kelly rolled out to all schools in August 2013. As we made this transition, Kelly was incredibly helpful in that they handled the transfer of our active substitute list; coordinated in-person informational sessions for substitutes across the district; provided initial training and support to all of our schools; and provided a direct support contact to our schools and district coordinator.

Once our program was in place, Kelly staff members enacted a number of measures so that district needs would be met. Each summer, they provide 1:1 training for any school that requests it and for any new substitute coordinator or principal. They assigned permanent substitutes to buildings who routinely struggled with their fill rate, and they offer bonuses or hold contests on certain days that are identified as hard-to-fill. Additionally, Kelly is constantly reviewing data to guide decisions, and they are quick to accommodate our requests when we need additional information.

Since 2013, we have seen many changes, most notably during the pandemic, and, through this, our partnership with Kelly has flourished. During the shutdown, we began meeting with members of the Kelly team which represented different levels of leadership within the organization, and we continue these regular check-ins today. These meetings have been critical to our organization as they have allowed us to address our greatest challenges head-on, brainstorm new ideas in a pandemic setting, and ensure that our needs

75 Calhoun St. • Charleston, SC 29401 • tel. (843) 937.6380 • fax. (843) 937.6365 • www.ccsdschools.com



Case Study – Aiken County Public School District

District finds success with new substitute teacher program partner.

Kelly Education



The Aiken County Public School District (ACPSD) is a public school system located in South Carolina just northeast of Augusta, Georgia. The district serves 23,000 students and employs 3,300 people including 1600 teachers across more than 40 schools. Like many districts nationwide, ACPSD was grappling with low substitute teacher fill rates.

Initially, ACPSD contracted with a large educational staffing vendor to address this issue. However, within a few years, the district grew dissatisfied with the vendor's performance and its inability to fill classrooms, often at 60%. A lack of trust had developed between the principals and the vendor, prompting the district to seek new proposals for the contract in 2021, including substitute educators, paraprofessionals, clerical, and custodial workers.

Jennifer Hart, the district's Chief Officer of Human Resources and Administration, emphasized the need for a proactive partner who could identify gaps and recommend solutions without being prompted. "We wanted a partner who could see that we needed help before we had to ask for it," she explained.

A data-driven partner.

This marked the beginning of an innovative partnership with Kelly Education. The Kelly Education® team, consisting of a client manager, recruiter, and onboarder, established a solid presence on-site and successfully expanded the substitute pool from a mere 100 to over 650—consistently filling more than 160 absences per day.

Kelly Education didn't stop there. It initiated an internal absence audit and comprehensive market analysis of comparable pay within that region. The district, known for its fiscal conservatism, was impressed by this data-driven approach, which led to program improvements.

Hart was able to present the tangible data to her Superintendent and Chief Financial Officer. This led to honest discussions about developing strategies to reduce high teacher absences and increasing substitute pay.

As a result, substitute teacher fill rates have increased by a substantial 25 percentage points since Kelly Education took over the program in August 2021, as compared to the most recent September 2023 fill rate data. Hart lauded Kelly Education as a true partner rather than just a service provider.

"It's a true partnership, not just a responsive client relationship. They don't make excuses. There is a consistent desire to find ways to improve fill rates and troubleshoot together," said Hart.

Quality substitute teachers.

Kelly Education's robust screening process, which includes checking certifications and backgrounds, along with comprehensive onboarding training, has improved the quality of the substitute teacher pool. Hart noted the substantial reduction in reported incidents and attributed this positive change to the new onboarding process and training.

"I get reports whenever an incident is reported and the number of incidents is far reduced from what they used to be," says Hart. "I do believe that the onboarding process and the training provided have made a positive impact on our substitutes' performance. The move from regular complaints to no complaints has been fantastic."

Change management can be challenging, especially for school districts. Initially, principals were apprehensive about contacting a fulfillment center instead of an individual to fill absences. However, having a consistent, trusted client manager eased the transition, and now the Kelly Education client manager frequently visits schools to address their specific needs.

Challenge:

Staffing vendor underdelivered on fill rates and failed to communicate as challenges arose.

Solution:

District issued an RFP to find a stronger data-driven partner and selected Kelly Education.

Result:

Our unmatched service, backed by data analysis, increased fill rates, and significantly reduced incidents.





Case Study – The School District of Osceola County

Keeping Florida schools staffed with substitute teachers—partnership improves fill rates by 30%.

Kelly Education



The School District of Osceola County (SDOC) educates more than 69,000 students in 60 schools—26 elementary, nine middle, ten high schools, five multi-level, and three virtual schools in the heart of Central Florida.

With more than 4,000 full-time faculty teachers, the district had always hired its own substitute teachers to cover absences for illnesses, professional development, and long-term leave. However, the need was great, with around 170 vacancies to be filled each week. Despite using absence management software, this was an insurmountable task for the small department that was also recruiting, hiring, and handling last-minute scheduling. Average fill-rates using the 700-person substitute pool stood at just 49% during the 2021-2022 school year.

Teachers and administrators were regularly pulled in to cover daily absences, contributing to burnout and attrition. Administrators started to look for another solution but were nervous about outsourcing. After seeing positive results at two neighboring Florida districts, Superintendent Dr. Debra Pace suggested bringing in Kelly Education. She noted that schools often outsource nutrition services and purchase third party curriculum, enabling them to benefit from the expertise of experienced professionals in these fields. Given the national teacher vacancy crisis and its impact on Florida, it was time to look at staffing experts.

A paradigm shift.

“The transition to Kelly Education was a paradigm shift,” says Tammy Cope-Otterson, OCSD chief human resources officer. “Their team went to work immediately over a summer, with most of the heavy lifting happening in just four weeks. The difference was incredible. Within one semester we saw fill-rates in the upper 70th percentile and even had a few days in the 90th percentile.”

The numbers kept improving. A stickler for data-driven decision making, Cope-Otterson watches fill-rates—the “holy grail” statistic of performance—daily. In May 2023, she pulled a single day metric and compared it to the same period in 2022 when the district was staffing substitute positions. The Kelly Education team filled 115% more assignments with a 95.5% fill rate compared to the prior year fill rate of 52.67%. All this as the district’s teacher absentee count rose significantly from 21,000 to 41,500 in a single year.

The district is also impressed with the quality of the Kelly Education substitute teachers. Before starting, each substitute must pass a substitute teacher-specific training curriculum. Roughly 60% also hold a post-secondary degree.

A dedicated team for recruiting and hiring.

While district administrators credit Kelly Education for its dedicated expertise in recruiting a large, local talent pool of qualified substitute teachers, they also commend the team for understanding the dynamics of a school community. The company quickly transitioned a majority (398) of the district’s existing substitute staff—providing consistency to faculty and students. The transitioned employees were offered benefits and perks that the district could not provide.

“Kelly Education has top-notch interviewers and on-boarders who move a large number of candidates methodically through the process,” said Cope-Otterson. At one point, Kelly Education had 700 candidates in process—including background screening, credentialing, and training. “They only selected the best after vetting 2,100 candidates,” she said. The substitute teacher pool grew from 640 to 1300.

“We have a dedicated onsite account manager who makes sure that we’re able to fill classrooms at the last minute,” said Cope-Otterson. The manager oversees the entire Kelly Education team which includes recruiters, an on-boarder, and a talent care advisor who answers the substitute teachers’ questions and recommends professional development when wanted or needed. “This is one of those unquantifiable benefits that reduces stress for us each day,” she remarked.

Expansion beyond substitute teachers.

The partnership between the Osceola School District and Kelly Education has led to a new contract for the next school year. The district also now uses the staffing provider to fill not only substitute educators, but also paraeducators, custodians, and short- and long-term support for their Exceptional Student Education (ESE) needs.

Challenge:

District had an inadequate substitute teacher pool to cover daily absences.

Solution:

District hired a dedicated partnership team to recruit, onboard, transition, train, and schedule substitute educators.

Result:

Average fill rates increased by 30% in one year. District expanded the program to include more roles.



c. Business License

Where required, Kelly Services, Inc. is licensed, permitted, and certified to do business in all jurisdictions (city, county, and/or state) in which we operate, which includes the state of Florida. We are registered with Sunbiz.org under Kelly Services, Inc. We have provided our Certificates of Good Standing in the state of Florida and evidence of Sunbiz.org registration.

Please note that as per the Clay County Zoning and Planning Division office, Clay County does NOT require a business license at this time. We have provided written confirmation of this in the document below obtained from the Department of Economic Development Services:



Department of Economic
and Development Services

Address: PO Box 1366
Green Cove Springs, FL
32043

Phone: 904-541-3814

Fax: 904-278-3639

County Manager
Howard Wanamaker

Commissioners:

Mike Cella
District 1

Alexandra Compere
District 2

Jim Renninger
District 3

Betsy Condon
District 4

Dr. Kristen Burke
District 5

www.claycountygov.com



July 3, 2023

(Date)

To Whom it May Concern:

Be advised that this letter verifies that Clay County does not require a business license in order to operate a business within non-residential properties. Be also advised that each business will have to conform to the zoning district which they are in and if a business or use changes; a change in occupant form must be completed and approved by the Clay County Division of Planning & Zoning.

If you should have any question on zoning districts, uses, business types, consistency, etc. Please contact the Planning & Zoning division at 904-274-4705 or email at clay.zoning@claycountygov.com.

Sincerely,

Mike Brown
Zoning Chief

State of Florida

Department of State

I certify from the records of this office that KELLY SERVICES, INC. is a Delaware corporation authorized to transact business in the State of Florida, qualified on December 6, 1955.

The document number of this corporation is 810664.

I further certify that said corporation has paid all fees due this office through December 31, 2022, that its most recent annual report/uniform business report was filed on April 4, 2022, and that its status is active.

I further certify that said corporation has not filed a Certificate of Withdrawal.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Fifth day of April, 2022*



Ronald R. DeSantis
Secretary of State

Tracking Number: 9658664378CU

To authenticate this certificate, visit the following site, enter this number, and then follow the instructions displayed.

<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>



State of Florida

Department of State

I certify from the records of this office that KELLY SERVICES, INC. is a Delaware corporation authorized to transact business in the State of Florida, qualified on December 6, 1955.

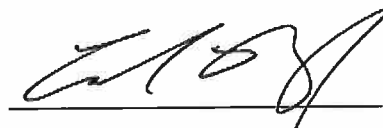
The document number of this corporation is 810664.

I further certify that said corporation has paid all fees due this office through December 31, 2023, that its most recent annual report/uniform business report was filed on March 6, 2023, and that its status is active.

I further certify that said corporation has not filed a Certificate of Withdrawal.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Fourteenth day of December,
2023*




Secretary of State

Tracking Number: 5624436391CU

To authenticate this certificate, visit the following site, enter this number, and then follow the instructions displayed.

<https://services.sunbiz.org/Filings/CertificateOfStatus/CertificateAuthentication>



Proof of Sunbiz Registration (page 1 of 4)



[Department of State](#) / [Division of Corporations](#) / [Search Records](#) / [Search by Entity Name](#) /

Detail by Entity Name

Foreign Profit Corporation
KELLY SERVICES, INC.

Filing Information

Document Number 810664
FEI/EIN Number 38-1510762
Date Filed 12/06/1955
State DE
Status ACTIVE
Last Event AMENDMENT
Event Date Filed 06/15/1987
Event Effective Date NONE

Principal Address

999 West Big Beaver Road
Troy, MI 48084-4782

Changed: 04/24/2021

Mailing Address

999 West Big Beaver Road
Troy, MI 48084-4782

Changed: 04/24/2021

Registered Agent Name & Address

CT CORPORATION SYSTEM
1200 S. PINE ISLAND ROAD
PLANTATION, FL 33324

Name Changed: 05/19/1992

Address Changed: 05/19/1992

Officer/Director Detail

Name & Address

Title Director

[/search.sunbiz.org/Inquiry/CorporationSearch/SearchResultDetail?inquirytype=EntityName&directionType=Initial&searchNameOrder=KELLYSE...](#)



Proof of Sunbiz Registration (page 2 of 4)

7:22 PM

Detail by Entity Name

Dutton, Jane E
999 West Big Beaver Road
Troy, MI 48084-4782

Title President and Chief Executive Officer

Quigley, Peter
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Quigley, Peter
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Adolph, Gerald S.
999 West Big Beaver Road
Troy, MI 48084-4782

Title CFO

Thirot, Olivier
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Corona, George S.
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Adderley, Carol M.
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Larkin, Terrence B.
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Cubbin, Robert S.
999 West Big Beaver Road
Troy, MI 48084-4782

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Proof of Sunbiz Registration (page 3 of 4)

7:22 PM

Detail by Entity Name

Title Secretary

Polehna, James
999 West Big Beaver Road
Troy, MI 48084-4782

Title Director

Murphy, Leslie A.
999 West Big Beaver Road
Troy, MI 48084-4782

Title Chairman

Parfet, Donald R
999 West Big Beaver Road
Troy, MI 48084-4782

Annual Reports

Report Year	Filed Date
2021	04/24/2021
2022	04/04/2022
2023	03/06/2023

Document Images

03/06/2023 -- ANNUAL REPORT	View image in PDF format
04/04/2022 -- ANNUAL REPORT	View image in PDF format
04/24/2021 -- ANNUAL REPORT	View image in PDF format
05/30/2020 -- ANNUAL REPORT	View image in PDF format
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03/30/2016 -- ANNUAL REPORT	View image in PDF format
04/15/2015 -- ANNUAL REPORT	View image in PDF format
04/07/2014 -- ANNUAL REPORT	View image in PDF format
04/15/2013 -- ANNUAL REPORT	View image in PDF format
04/30/2012 -- ANNUAL REPORT	View image in PDF format
03/23/2011 -- ANNUAL REPORT	View image in PDF format
04/12/2010 -- ANNUAL REPORT	View image in PDF format
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04/12/2007 -- ANNUAL REPORT	View image in PDF format
04/14/2006 -- ANNUAL REPORT	View image in PDF format
04/13/2005 -- ANNUAL REPORT	View image in PDF format
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04/14/2003 -- ANNUAL REPORT	View image in PDF format
04/22/2002 -- ANNUAL REPORT	View image in PDF format

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Proof of Sunbiz Registration (page 4 of 4)

1/24, 7:22 PM

Detail by Entity Name

04/11/2001 -- ANNUAL REPORT	View image in PDF format
04/20/2000 -- ANNUAL REPORT	View image in PDF format
04/16/1999 -- ANNUAL REPORT	View image in PDF format
04/16/1998 -- ANNUAL REPORT	View image in PDF format
04/14/1997 -- ANNUAL REPORT	View image in PDF format
04/02/1996 -- ANNUAL REPORT	View image in PDF format
03/31/1995 -- ANNUAL REPORT	View image in PDF format

Florida Department of State, Division of Corporations

DRAFT





d. Previous Experience with District

Kelly Education’s long-standing partnership with CCDS and our understanding of your specific needs are why we believe it is mission critical for your District to partner with an experienced workforce solutions provider that will be **ready on day 1** of the next contract period. **Kelly Education will be that partner!**

The Beginnings of our Strategic Partnership with CCDS

We cannot talk about the current and future state of our partnership without first touching on how our relationship with CCDS began.

In 2014, CCDS partnered with Kelly Education for a cost-effective substitute management program that quickly returned a host of valuable benefits. At that time, CCDS was facing challenges with attracting and retaining a reliable pool of substitute teachers, especially in its rural and remote schools. An inefficient substitute placement process added further complications. Overwhelmed by the day-to-day burden of managing a decentralized process, most schools were without the resources to recruit for and maintain a qualified pool of substitute teachers, leaving principals and administrators increasingly concerned about administrative staff burnout. The District also had growing concerns about wage and hour compliance for the support personnel who often managed the substitute process during off hours.



Kelly Education has done a phenomenal job making sure that classrooms in Clay County Schools remain filled. After witnessing two school systems that have successfully deployed Kelly Education for their substitute staffing needs – along with the subsequent savings in hard and soft cost, time, and critical resources that our schools have realized – the question I typically ask any district on the fence is – “Who couldn’t afford to implement this program?”

Dr. Michael Henry
Former HR Director of Instructional Personnel, Clay County School District



CCDS turned to Kelly Education to investigate if our end-to-end program might help to resolve their challenges. Leaders from CCDS met with Kelly Education experts to establish a program that would provide reliable coverage for its staff of nearly 3,000 teachers and teacher assistants.

Once implemented, the Kelly Education solution eliminated the administrative burden of substitute workforce management from the District personnel. The Executive Director of Schools at that time, commented that it was among the smoothest implementations he’d ever seen.

Here are some of the key accomplishments Kelly Education achieved immediately:

- **A LOCAL Fulfilment Team** put in place, working diligently Mon–Fri from 5:30 am to 7:00 pm to personally reach out to available substitutes and ensure we were doing all we can to keep District classrooms filled when full-time staff were absent.
- **Kelly Education quickly transitioned the District’s existing pool** of substitute teachers to their payroll, ensuring that the most experienced personnel were retained to work in Clay County Schools.



- We began an **ongoing, year-round effort to recruit locally** and build a large enough pool of candidates to cover the District's average absenteeism. Kelly Education proactively persuaded new candidates to travel to work at more remote schools and used a comprehensive process to on-board new substitute teachers and train them to work specifically in Clay County Schools.
- We **implemented the automated scheduling system, Frontline**, and provided 24/7/365 web and phone access for requesting, scheduling, and online timekeeping.
- Kelly Education also **helped Clay County Schools save money**. As the employer-of-record, we assumed responsibilities and costs for general liability, wages, payroll deductions, state and federal taxes, unemployment, and workers' compensation benefits.

Current State: A Collaborative Partnership with CCDS



CCDS Support

Brenda Troutman, Director,
Instructional Personnel

"Throughout the years of our partnership, KE has provided excellent customer service and is always available 24/7. They have a local dedicated team who is committed to providing exceptional service to our schools and our partnership . . . Clay County is very pleased with the customer service and would rank it amongst the best of any business partner the District has contracted."

During the course of our partnership, Kelly Education and CCDS have always worked collaboratively and strategically to keep student achievement moving forward at the District. We have built a personalized and effective program from the ground up and we continue to innovate and remain laser-focused on ensuring the success of your schools and students.

In most recent years, the District and Kelly Education, together, faced the pandemic and the subsequent educational hiring crisis. Budget concerns and a general decline in the number of educators entering the profession have impacted Clay County heavily, as they have districts around the state.

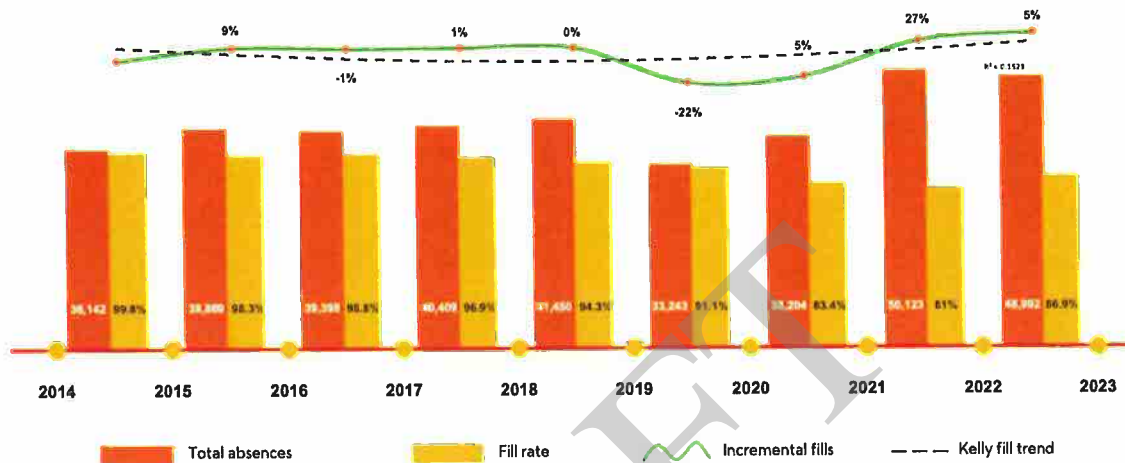
These matters have been and continue to be on top of mind for the dedicated Kelly Education account team working with CCDS every day. We are as committed as you are to the District's mission— ***"to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children."***

As seen in the graph on the next page, despite the unprecedented times we have experienced as partners, through innovation, collaboration, and just pure hard work, **Kelly Education achieved a 92% overall fill rate average for CCDS over the last 9 years!**



92% overall fill rate average over the last 9 years.

Despite dramatic increases in demand and the impact of Covid-19, Kelly Education has maintained a strong fill rate for CCDS, filling incremental absences YoY at an average rate of 3%.



Our people-first approach.

Kelly Education understands the value our employees bring to our district schools and treating them with the dignity and respect they deserve is a priority for our team. We provide our employees with a level of personal attention they don't get from an algorithm or other staffing companies.

We have numerous strategic initiatives and incentives designed to drive innovation and create a positive and rewarding experience for our candidates, as well as fostering the long-term success in our CCDS staffing services program. Our commitment to creating a supportive environment for our candidates is reflected in the following offerings:

- Fingerprinting Convenience:** Candidates can complete fingerprinting locally, not limited to our Orange Park office. Approved locations closer to their homes are available, catering to remote areas like Keystone Heights. Various programs are in place to assist candidates who may face financial constraints in obtaining fingerprinting. Programs include:
 - Fingerprinting Elevation Program:** Kelly Education covers the initial fingerprinting cost to facilitate hiring.
 - Fingerprinting Reimbursement:** After working 25 absences within the first 5 months, Talent receives reimbursement.
 - Free Fingerprinting:** The first 50 Talent members who complete fingerprinting within a specified timeframe via a coupon code, provided all onboarding requirements are met.



Promotional material showcasing our free fingerprinting program.

- **Long-Term Absences Incentive:** Talent working selected long-term assignments for a month with only one absence qualify for a \$150 Kudos cash incentive.
- **Handshake to Hire:** Talent completing all required onboarding steps within 5 business days qualify for a \$75 Kudos cash incentive. An additional requirement is working 5 absences within the first 30 days of hire for the payout.
- **Building Substitute Program:** This program was instituted to ensure District schools were covered and lessened the impact of unfilled absences while creating community and increasing continuity in your schools. Utilizing absence data, our team identified the gap between the district's daily substitute teacher requests (need) and the ability to fill absences. Our team currently recruits and manages this program utilizing data from the absence management system, and **we are currently working on expanding the program for the 2023/24 school year.**
- **Kelly Education's A+ Recognition Program:** In addition to our formal quality process, we also offer a simple way to tell us about a substitute educator who has gone above and beyond for your district. Our web-based, easy-to-use A+ program lets teachers, administrators, and staff members share kudos directly to your Account Manager in just moments. **Your feedback helps us identify the strongest performers, reward excellence, and build retention, all of which helps our partnership grow.**
- **Substitute Ambassadors for CCDS:** We identified some of our most successful CCDS substitutes and asked them to share what they love about their jobs at recruiting events. These "ambassadors" attend district events to raise brand awareness as well as recruit and attract the best talent to work in your schools. We are currently working to expand this program further.
- **Sub Appreciation Stations:** We have enhanced our efforts to make our employees feel appreciated with new and improved sub stations. These "thank you" stations are deployed strategically to our most challenging buildings as needed, creating positive associations and deepening relationships.
- **Additional training and professional development:** Our substitute employees have access to a wide array of live, instructor-led webinars and development opportunities that focus specifically on PreK-12 educators, with sessions on classroom management, communication, and much more.
- **Community Event Recruitment:** From 5K runs to the Fun4Clay Fest, the Pink Ribbon Symposium, and school sporting events, the Kelly Education team has been meeting potential educators where they are.



Substitute Ambassador, Frederick Smith, representing Kelly Education at Clay Hill Elementary



Kelly Education Sub Appreciation Station at Spring Park Elementary

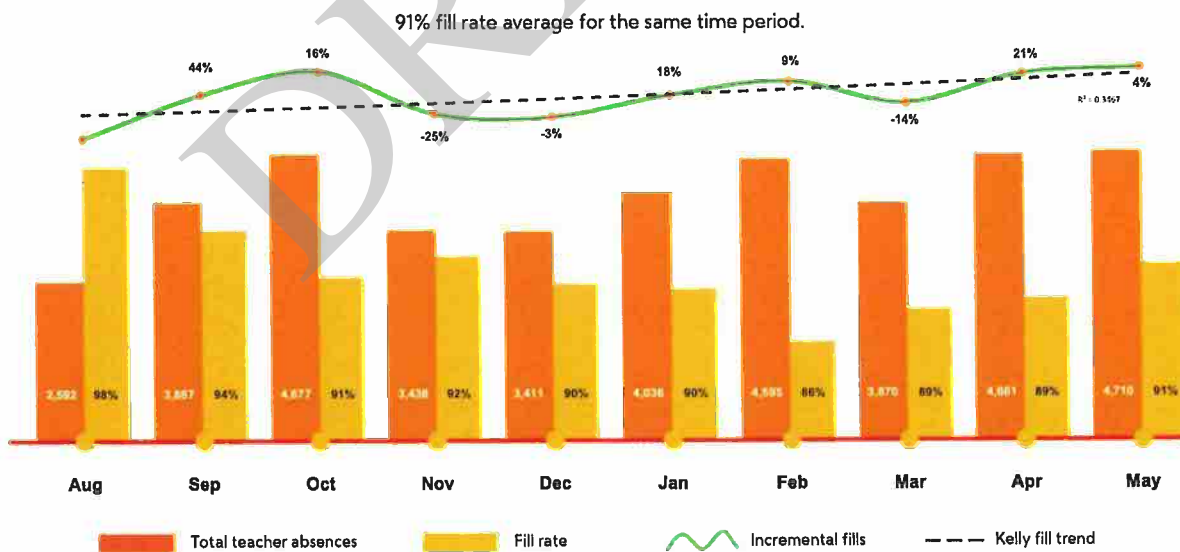


- University Relationships:** We are proud of our strong relationships with regional colleges and universities and have grown our partnerships with them to make them a top source of successful candidates. We will continue to build on this success into our new contract term. *See page 43 to learn more about these key partnerships.*
- Referral Bonuses:** Our employees are our number one referral source so we encourage them to reach out to their connections who would be interested in a rewarding opportunity as a Kelly Education substitute. Employees can **earn \$100 per a referral** that works 5 days within 30 days of hire. A simple referral can change the world of work for one individual. The change in career path to education encourages our students and educators, just from one simple "you should give this a try." Our substitutes are so impacting, which is why we use them as ambassadors to our program.

Our results speak for themselves.

Our continued success supporting CCDS can be clearly seen in our fill rate data for the 2022-23 school year. Through targeted recruiting, excellent candidate care and retention, and our always forward-thinking approach, we filled incremental teacher absences month over month at an average rate of 8% and achieved a 91% average fill rate for the same period (see below graph).

Filling incremental teacher absences MoM at an average rate of 8% for the 2022-23 SY.



Growing and Moving the CCDS Program Forward: The Next Evolution



CCDS Support

Brenda Troutman, Director,
Instructional Personnel

"Kelly Educational Staffing consistently provides our school district with quality and talented substitute teachers and teacher assistants daily."

As your incumbent staffing partner, Kelly Education is aware of the unique needs and challenges facing CCDS today. As we move forward, we will continue to bring new strategies to the table that will both grow our substitute pool and retain our best educators.

We commit to continued innovations and collaborative conversations with the District with the main focus to grow the district substitute pool by amplifying our local presence. Through our innovative advertising campaigns and community grassroots efforts, we aim to increase the availability of substitutes in the district. **Refer to page 41 for additional details on our recruiting strategies.**

We cannot stress enough that the real measure of Kelly Education's excellence is our people. We are proud of the positive feedback we have received from CCDS on both our account team and the highly qualified and talented substitutes we place in your schools.

The depth, breadth, and unparalleled expertise of Kelly Education are at the heart of supporting your continued success. We will source top-tier talent, ensure comprehensive screening and training processes, offer a cutting-edge scheduling system, and keep our substitute educators engaged and active in your schools.

With a strong local presence, we at Kelly Education understand how to effectively engage the talent you need. Rather than striving to be the largest, our focus is on being the best and doing right by our partners. Our emphasis on quality sets us apart in a market filled with diverse suppliers. We understand your schools, recognize your value points, and are committed to supporting your needs for high-quality substitute and long-term staff.



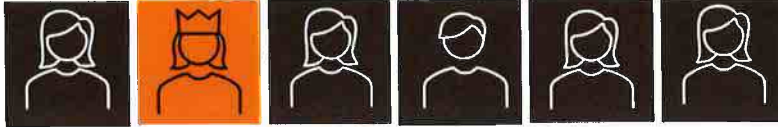
A+ Reviews

Mrs. Mitchell is our building sub. She is amazing and one of the most reliable people I've ever met. She's here every day and is extremely involved with the students and faculty, whether or not she's assigned to a class that day. She jumps right in during testing season to do whatever is necessary, often brainstorming ideas before issues arise. If she's not assigned to a particular class, she can be found in classes pulling small groups for instruction or testing. She's made herself aware of classes that can use the extra support and will step in without needing to be asked. She's such an important part of our daily campus life. The kids, faculty, and administration love having her here. She's such a breath of fresh air!

Sharon Black
Clay County District Schools



Kelly Education + CCDS Apple Awards



Jacquelin Edwards
 KE sub: 2013
 CCDS hire: 2016
 Nominee, 2021-2022

Karen Borcharding
 KE sub: 2016
 CCDS hire: 2016
 Nominee, 2020-2021

Jessica Thomas
 KE sub: 2016
 CCDS hire: 2019
 Nominee, 2022-2023

Michelle Bily
 KE sub: 2014
 CCDS hire: 2014
 Winner, Teacher of the Year 2016-2017

Robert Grenese
 KE sub: 2016
 CCDS hire: 2017
 Nominee, 2019-2020

Joanna Wagner
 KE sub: 2017
 CCDS hire: 2019
 Nominee, 2021-2022

Kelly Education is proud of our track record as a **trusted CCDS recruiting partner.**

As a sponsor of the **CCDS Apple Awards**, we are especially pleased to see our former substitutes as nominees and winners of this special award!

This year Kelly Education is proud to be a **"SPOTLIGHT SPONSOR"** OF THE CLAY COUNTY APPLE AWARDS!



If selected to be your strategic partner, we will continue addressing the teacher shortage, expanding our pool of highly qualified substitute educators, and collaborating with CCDS to overcome any obstacles that come our way, together.



Letter of Support from Clay County District Schools

Kelly Education is proud to have received the support of CCDS over the years as we expanded our partnerships around the state. We appreciate Ms. Troutman's recommendation and believe this 2023 letter represents our years of collaboration.



CLAY COUNTY DISTRICT SCHOOLS

900 WALNUT STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 F (904) 336-6536 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

Eric Skipper, District 1
Mary Bolla, District 2
Beth Clark, District 3
Michele Hanson, District 4
Ashley Gihousen, District 5

January 9, 2023

RE: Kelly Services
Clay County District Schools

To Whom it May Concern,

I am submitting this letter to recommend and support Kelly Education (KE) who has been our substitute services vendor for Clay County District Schools since 2014. Kelly Education consistently provides our school district with quality and talented substitute teachers and teacher assistants daily.

Since partnering with KE, they have successfully filled over 373,400 absences with an average 92% teacher fill rate. On average, 85% of all absences are filled with a substitute teacher who has earned a bachelor's degree or higher. KE also has worked closely with the district throughout the pandemic to help provide a remote instructor solution during hybrid learning.

Throughout the years of our partnership, KE has provided excellent customer service and is always available 24/7. They have a local dedicated team who is committed to providing exceptional service to our schools and our partnership. They are customer oriented and extremely accommodating. Clay County is very pleased with the customer service and would rank it amongst the best of any business partner the District has contracted.

Kelly Services is proactive in maintaining a high-quality bank of substitutes for our classrooms. They recruit and provide "Meet & Greets" at our schools to answer questions and spark an interest in substituting in a Clay classroom. Clay County District Schools values our partnership with Kelly Educational Staffing.

Please feel free to contact me directly if you have additional questions regarding my customer related experiences with Kelly Educational Staffing.

Respectfully,

Brenda Troutman
HMR Assistant Superintendent, Human Resources

brenda.troutman@myoneclay.net

DISCOVERING ENDLESS POSSIBILITIES

Clay County District Schools is an Equal Opportunity Employer.



e. Legal Actions

Describe in brief detail any current or previous legal actions naming the firm as a primary or secondary party. State the circumstances of any action.

Kelly Education is an operating division of Kelly Services, Inc. As a company of international size and scope, Kelly has been involved in claims from time to time within the ordinary course of business. However, none of these have been material in nature or amount, nor has the outcome of any such claims affected our ability to service our customers.

f. Statement of Qualification

Proposer shall complete and attest to the information provided in Attachment 7: Applicant Statement – Background Information.

Please see the next page for our completed **Attachment 7: Applicant Statement – Background Information.**

DRAFT



ATTACHMENT 7
APPLICANT STATEMENT – BACKGROUND INFORMATION

1. Legal Name and Address: **Kelly Services, Inc. - 999 Big Beaver Road, Troy, MI 48084**
 Address of Proposed Office in Charge, if different: **151 College Dr. Suite 8 Orange Park FL 32065**
 Contact Person and Position: **Cheryl Courier - Vice President and South Practice Lead, Kelly Education**
 Telephone: **407.766.8825**

2. Circle One: Corporation, Partnership, Individual, Joint Venture or Other

3. If Corporation,
 Date of Incorporation: **August 27, 1952**
 State of Incorporation: **Delaware**
 If out-of-state Corporation currently authorized to do business in Florida, give date of such authorization: **December 6, 1955**
 Names and Titles of Principal Officers: **Peter Quigley - President & Chief Executive Officer, Olivier Thiroit - Chief Financial Officer, Nicola Soares - SVP & President, Kelly Education and Cheryl Courier - Vice President and South Practice Lead, Kelly Education**

4. Name and Address and amount of ownership of all stockholders owning more than 10 percent of the company:
 1. **Terence E Adderley Revocable Trust K: Greater than 10% of Class B Common Stock**
Adderley Trust: c/o Andrew H. Curoe, Co-Trustee, 6th Floor at Ford Field, 1901 St. Antoine Street, Detroit, MI 48226
 2. **BlackRock Institutional Trust Company, NA: Greater than 10% of Class A Common Stock**
400 Howard Street, San Francisco, CA 94105-2618

5. If Partnership: Date of Organization:
 Nature of Partnership (General, Limited, or Association):
 Name and Address of Partners:

6. If Individual: Name and Address of Owner:

7. Under what other or former names has your organization operated? **Russell Kelly Office Service, Personnel Service, Inc., Russell Kelly Office Service of Delaware, Inc., Kelly Girl Service, Inc., and Kelly Services, Inc (CURRENT NAME)**

8. Length of time in business. **77 Years**

9. Describe any litigation or regulatory action filed against your firm in the last three (3) years, and the resolution thereof. **As a company of international size and scope, Kelly has been involved in claims from time to time within the ordinary course of business. However, none of these has been material in nature or amount, nor has the outcome of any such claims affected our ability to service our customers or remain as a workforce solutions company in good standing.**

10. State whether the firm has offices and representatives in the State of Florida and/or in Clay County or surrounding Counties. **Yes, Kelly has representatives working across the State of Florida in Clay County and surrounding counties. We have a total of 16 offices in the state.**
Our local office where the account team for SBCC works from is located at:
151 College Dr. Suite 8 Orange Park FL 32065



g. Experience and Qualifications of Key Personnel

“

You are the VERY BEST!
Thank you for making
my job easier!

Wendy Hane
School Secretary
Grove Park Elementary School



The CCDS program is and will continue to be managed by a dedicated, local Kelly Education account team. This team is responsible for handling the day-to-day operations of the program and ensuring your total satisfaction with our services. Combined, this account team has many years of education experience and a keen understanding of Florida-specific education requirements, which is the backbone of what drives the best solution for CCDS. Currently, the Kelly Education team works out of our office located in nearby Orange Park, FL.

”

Here are the key members of our team assigned to manage the District’s program. **It is important to note that many of them have been part of the account team responsible for CCDS since**

the program went live in 2014. We have provided their full resumes in Appendix 1.

Adam Lavender – Client Services Lead: Adam monitors the overall operation of the CCDS program to ensure we are meeting your deliverables and provides oversight and support to your dedicated Account Manager. In addition, he is responsible for ensuring compliance, operational and service excellence for your District and serves as an escalation point for any questions or concerns the District may have.

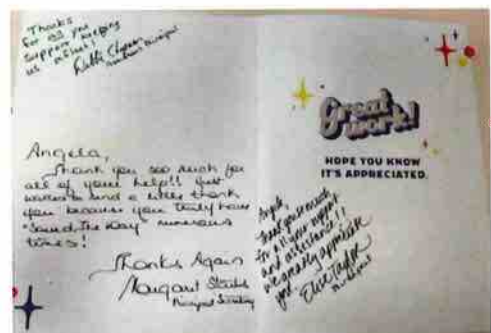
Angela Orvis – Dedicated Account Manager for CCDS: Angela is CCDS’s Account Manager and the main point of contact for District staff for any questions or concerns. Angela works closely with your school officials, principals, secretaries, and board members to ensure a successful partnership. In addition, she oversees the payroll and timekeeping processes, including real-time and location tracking of daily and weekly time entry to ensure accurate weekly payroll is processed.



CCDS Account Manager, Angela Orvis at the Clay County Apple Awards.

Tina Mosely – Recruiting and Onboarding Sr. Director: Tina is a local resident and has provided personalized support to the CCDS program since our partnership began 10 years ago! She oversees all recruiting and onboarding activities for our Florida district partners. She provides strategic support to optimize our overall recruiting and onboarding processes and serves as an escalation point for any questions or concerns in this area.

Stephanie Stone – Onboarding Manager: Stephanie is also a local resident, allowing her specific insight into the area and the Talent that resides here. **She has been involved with the CCDS program since its inception.** Stephanie currently manages and supports our Onboarding team, ensuring all hiring, screening, and



CCDS Account Manager, Angela Orvis received a card of appreciation from the staff at S. Bryan Jennings Elementary School.



onboarding activities are complete before employees are assigned to work in your schools. She ensures that the talent is compliant with CCDS and Kelly Education hiring requirements and that backgrounds, drug tests, I-9, and training have been completed. Stephanie also serves as an escalation point for any questions or concerns related to the onboarding process.

Rachel Garret – Recruiting Manager: Rachel manages and supports our Recruiting Strategist in the daily activities associated with recruiting new and returning talent, while also contributing insights into new and innovative recruiting strategies. She is also responsible for analyzing supply and demand, studying workforce trends, and developing targeted programs to attract the best talent for your schools. She serves as an escalation point for any questions or concerns related to recruitment.

Adrienne Torres Ortiz – Recruiting Strategist: Adrienne is responsible for managing and executing strategies to promote CCDS and Kelly Education within the community, using traditional and non-traditional recruiting sources to build your substitute pool. She is the initial applicant contact and is responsible for interviewing and selecting qualified talent from our pipeline of potential candidates.

Amy Tisdale – Talent Care, Sr. Director: Amy leads our Talent Services Team which is split into two primary roles: Talent Care and Fulfillment. She oversees and executes strategies to promote employee engagement, development, and performance in addition to being responsible for achieving the order fulfillment goals for our district partners.

Sarah Petty – Talent Care Manager: Sarah is the front-line support for our Talent, responsible for managing strategies for employee relations, continuing education, annual compliance regulations, and incident investigations. She oversees our Talent Advisors.

Laura French and Savannah Miller – Talent Advisors: Both Laura and Savannah are local residents. They support our active employees, managing and executing strategies to drive employee engagement, development, and performance. As Talent Advisors, they are responsible for employee relations, continuing education, and annual compliance requirements.

Amanda Spooner and Jessica Carpenter – Fulfillment Center Managers: Amanda and Jessica are also local residents. Amanda has been supporting the CCDS program since 2014. Together, they manage the Fulfillment Team, setting the overall direction for servicing both our employees and our customers. They are responsible for the development and execution of strategies for this team, creating efficiencies to achieve Kelly Education's strategic goals. This is achieved through leadership, direction, development, support, and training internal staff. Both Amanda and Jessica serve as the escalation points and are responsible for proactive problem resolution.

Ashley Webb and Baylor Bunch – Senior Fulfillment Leads: Ashley and Baylor oversee and assist with front line support for both customer and employees, ensuring excellence in delivery for our clients. They are responsible for strategizing, managing, planning, developing, and directing their teams' operations and customer service programs so that quality customer satisfaction is achieved.





Kelly Education Leadership Team

Chris Zuber – Client Services, Sr. Director: Chris leads our account management team supporting the CCDS program. He works with the rest of the Client Services Team to continue developing a successful partnership with District officials, principals, secretaries, and administrators. Chris serves as back-up support and an escalation point for daily operations and any questions or concerns regarding your program.



I would like to take a moment to commend Kelly Services for another outstanding year of providing quality substitutes for our teachers. Both Amanda Spooner and Katie Simmons are wonderful to work with and always provide impeccable service for Ridgeview High School. They are very helpful with our needs and always have a positive attitude when I call. I look forward to another productive year.

Mark McKinney
Fleming Island High School



Cheryl Courier – Vice President and South Practice Lead:

As part of Kelly Education’s leadership team, Cheryl monitors market trends to provide our customers with cutting edge solutions to acquire top talent, manage businesses more efficiently, increase productivity, and reduce costs. Cheryl is proactive in identifying overall strengths and gaps with corrective action taken to ensure continuous improvement. For CCDS, Cheryl monitors the overall operations of the program, serves as a strategic advisor to the District and the Kelly Education account team, in addition to being a point of escalation.

Kelly Education Support – Additional Resources

In addition to your dedicated account team, CCDS’s program will be backed by the corporate resources of the larger Kelly organization for key areas including, safety/security, public relations, compliance/screening, training, technology, and quality, among others. These corporate resources will support our local staff in Florida to deliver your substitute staffing program. We also have a comprehensive Kelly Education technology ecosystem, all of which provide support and insights for your strategic planning, with a technology team standing ready to help.

Kelly Education Corporate Support

Learning & Development	Technology	Human Resources	Legal
Marketing & Communications	Finance	Data & Insight	Incident Management
Digital Marketing	Payroll	Integrations	Benefits
Public Relations	Market Research	Billing	Compliance



h. Additional Information

Proposer may submit any additional information it sees necessary to further demonstrate its experience and qualifications.

What Makes Kelly Education Different?



CCDS Support

Brenda Troutman, Director,
Instructional Personnel

"Kelly is proactive in maintaining a high-quality bank of substitutes for our classrooms. They recruit and provide 'Meet & Greets' at our schools to answer questions and spark an interest in substituting in a Clay classroom. Clay County District Schools values our partnership with Kelly [Education]."

As you review your options for educational staffing partners, you will see a lot of claims that look similar between proposals. Every potential partner will share their successes, claim they have the "special sauce" to solve your personnel challenges, and offer reasons that they're the only ones who can credibly help.

Over the past 10 years, our team has met with CCDS leaders to understand District workforce aspirations and challenges, conduct absence and cost analyses, and provide recommendations to inform CCDS'S decision-making. Kelly Education believes we are the partner you need at CCDS, based on real, quantifiable differences in the way we run our company, the values we hold, and the commitments we make to our client districts.

- **We invented temporary staffing, we pioneered educational staffing, and every day we are innovating and perfecting our business.** Although Kelly Education is solely focused on supporting school districts like CCDS, it's true that it's not the only staffing Kelly Services does. We know that's a good thing: it's why we have the resources of an international company at our fingertips; it's why we can offer new, research-based solutions; it's why when you need help, there is always someone to pick up the phone. We are proud that Kelly Education has once again been ranked the [#1 temporary staffing firm in the country by Forbes](#).
- **We don't do cookie cutters. Every school district gets the solution that works for THEM.** Our experience has helped us build and refine a toolkit that addresses everything from recruiting for your remotely located schools to retaining the best substitutes. Unlike our competitors, we don't have a one-size-fits-all plan. We will address your pain points such as ensuring vacancy coverage doesn't drain the substitute pool and minimizing administrative burden. Most importantly, we'll adjust as needed to ensure we're getting the results you expect.
- **Dedicated year-round support means just that: us, working for you, 12 months of the year.** Your team knows better than any that summer doesn't mean relaxing by the pool. To stand up a robust, high-performing substitute pool, the work of recruiting, screening, hiring, and retaining employees goes on all year. Unlike our competitors, we will keep our CCDS Account Manager and account support team working to set the district up for success through the summer.



- **Compliance is key and safety comes first.** Over the last year, we have taken over competitors' accounts and have been troubled by the lack of accurate, compliant background and credentials screening. Not only does this compromise school safety, but it too often leads to overbilling, such as when a substitute without verified credentials is invoiced as a certified teacher. We are dedicated to offering fully auditable records, so you know we are keeping our word.
- **Our training sets the standard.** We go beyond the usual basic training process for our substitutes. Working with education experts and other school leaders, we have built a series of best-in-class training courses – through our proprietary, research-based Smarts™ Training Program – that truly elevate our substitute educators. From classroom management to IEPs, we help our employees level up to be more effective for you, like no other staffing partner can.

Kelly Education's Commitment to Florida Organizations

Kelly Education works to support important education associations right here in Florida, as well as nationally. **We work with organizations led by educators and administrators** to support their work and help them achieve their goals. In addition to the Council of the Great City Schools, we are also involved in Chiefs for Change, as a corporate sponsor.

For over 20 years, we have supported and sponsored these Florida organizations:

- **FSBA** (Florida School Board Association) - *Platinum Sponsor*
- **FASA** (Florida Association of School Administrators)
- **FASPA** (Florida Association of School Personnel Administrators)
- **FASBO** (Florida Association of School Business Officials)
- **FSFOA** (Florida School Finance Officers Association)
- **NEFEC** (North Florida Education Consortium)





Section 2: Pricing

APPENDIX 2 PRICE PROPOSAL / PRICING TABLES

Firms will be evaluated on the pricing tables below. Definitions/parameters for pricing for RFP 23-BA-130 can be found in Section 2 (page 17) of the RFP documents.

Pricing for Substitute Teachers:

POSITION	PAY RATE	PAY TYPE	MARKUP	BILL RATE
ECE Substitute Teacher – High School Diploma	\$12.75	Hourly	1.2697	\$16.19
Substitute Teacher – AA Degree	\$14.00	Hourly	1.2697	\$17.78
ECE Substitute Teacher – AA Degree	\$14.00	Hourly	1.2697	\$17.78
Substitute Teacher – BA Degree	\$14.66	Hourly	1.2697	\$18.61
ECE Substitute Teacher – BA Degree	\$14.66	Hourly	1.2697	\$18.61
Substitute Teacher – Master’s Degree or Higher	\$16.00	Hourly	1.2697	\$20.32
ECE Substitute Teacher – Master’s Degree or Higher	\$16.00	Hourly	1.2697	\$20.32
Substitute Teacher (*Exempted)	\$12.66	Hourly	1.2697	\$16.07
Long Term Substitute Teacher (11+ Days, Retro Back to Day 1)	\$20.00	Hourly	1.2697	\$25.39
Long Term Substitute Teacher Assistant District Approved Positions Only (11+ Days, Retro Back to Day 1)	\$14.81	Hourly	1.2697	\$18.80
Building Substitute Teacher	\$16.67	Hourly	1.2697	\$21.17
Substitute Teacher Assistant	\$12.00	Hourly	1.2697	\$15.24

* "Exempted" - Substitutes who have been assigned to an SBCC facility in the past and repeatedly shown above excellent performance but who may not have the necessary requirements (academic or otherwise) to meet the standards for a substitute teacher

Pricing for Other Positions

POSITION	PAY RATE	PAY TYPE	MARKUP	BILL RATE
Cafeteria Assistant Substitute	\$12.00	Hourly	1.2697	\$15.24
Custodian	\$12.00	Hourly	1.2697	\$15.24

Please list any placement fees (if applicable) should SBCC desire to hire an Assigned Employee to work in a full-time or part-time employment position with SBCC:

Kelly Education will not charge any placement fees should SBCC desire to hire an Assigned Employee to work in a full-time or part-time employment position with SBCC.

Cheryl Courier

AUTHORIZED SIGNATURE OF PROPOSER

Kelly Services, Inc.
COMPANY NAME

1/30/2024
DATE





All-Inclusive Pricing

We offer a comprehensive solution with a proven track record of getting results. We fully understand the cost pressures in public education. We also know what it takes to manage a program like this. Our price reflects the value we bring to our partner districts. It also reflects the level of screening, training, and engagement that goes into every employee we assign. We are incentivized as your partner to fill your schools with quality talent as your priorities become our priorities.

The total cost of a substitute staffing program is often invisible. Beyond the daily pay rate, the District pays, there are other significant, and often unbudgeted, expenses that contribute to the overall cost, such as the school personnel who schedule substitute staff, worker’s compensation, recruiting costs, lost learning days, and much more.

Our pricing is All-Inclusive. We never charge additional fees to CCDS or our employees.

Financial Responsibility

- Employer State and Federal Taxes
- General Liability Coverage
- Workers’ Compensation
- Unemployment
- Affordable Care Act Compliance

Scheduling and Reporting

- Automated Scheduling System
- Automated Timekeeping
- Live Absence Filling (Last Minute/Same Day)

Recruiting, Screening, Hiring, and Onboarding

- Ongoing Targeted Recruiting Program
- Specialized Hiring/Assessment Process
- Education Verification
- Criminal Background Investigation
- National Sex Offender Registry Search
- Employee Drug Testing (as required)
- Fingerprint Facilitation (as required by state)
- Behavioral Interviewing
- Reference Checks
- Orientation Program and Brochures
- Training and Professional Development Opportunities

Management and Quality Control

- Local Customer Support Team
- Daily Local Branch Team Support
- High-Powered Data Analytics & Reporting
- Consultation on Absentee Management
- Employee Quality Assurance Process
- Usage Reporting by School Location
- Track Grant or Other Funding for Absences
- Partnership Reviews Each Semester
- Formal 24/7 Incident Reporting Process

Retention, Recognition, and Development

- Robust Benefit and Retention Packages
- Year-Round Candidate Engagement





Section 3: Understanding of Scope of Services

As the District's current partner, CCDS can be confident that Kelly Education fully understands the scope of services and the overall project as outlined in this RFP. With that said, we are submitting this response with the highest level of confidence that we will exceed your expectations.

By taking on the task of recruiting, screening, hiring, scheduling, and talent management, we make sure your classrooms are covered, students are learning, and your team can focus on getting students ready for what comes next.

Simply put, our job is to make your job easier.

As an extension of the District, Kelly Education works alongside your schools, principals, and teachers. We fill your schools, strengthen the quality of substitute teachers and support staff, remove the administrative burden from your team, and lower costs, all while using powerful data analytics for insight into the impact of absences on the district.

We are your trusted advisor on multiple fronts: **workforce planning, wage and hour compliance, talent shortages, the future of work, and how to best adapt to changes in the workforce.** We have designed your program so that the path to filling your absences is easy and quick for your users, and we take on the tasks so that your team can focus on your higher priority tasks.

In the rest of this section, we provide details on exactly how Kelly Education will complete all the scope of services as outlined in CCDS's RFP.

Recruit, interview, select, train, hire and assign its employees serving as substitutes to cover absences or vacancies for any and all CCDS sites (Appendix 1).

Kelly Education will fully comply with these requirements. We will continue to provide these services for any and all CCDS sites listed in your RFP.

Recruiting to Build and Sustain Your Talent Pool

Kelly Education is looking forward to the opportunity to continue our commitment in growing your talent pool and delivering an exceptional education-focused solution through effective year-round recruiting strategies.

Our recruiting plan for CCDS includes dedicated education recruiters with specific training and experience sourcing talent for the Pre-K-12 market. **We have designed a recruiting network that leverages local resources complemented by a team of virtual recruiters to increase flexibility, creativity, and sourcing engagement.** Our agile infrastructure allows us to focus our resources where and when the District needs them.

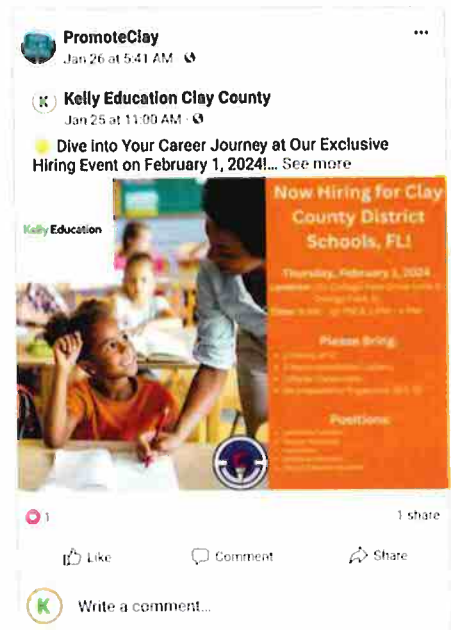


Grassroots Recruiting

We design sourcing and recruiting plans centered around your talent requirements. We have found success with old-school marketing efforts within the community. Grassroots recruiting, often referred to as 'pounding the pavement,' distinguishes itself by blending digital efforts with local community engagement, reaching diverse demographics. Our unique approach involves a combination of strategies:

- **Local Business Support:** Partnering with establishments like Metro Diner, Fun 4 Clay, and participating in 5K runs to establish connections within the community.
- **Referrals:** Our substitutes actively refer candidates, driven not solely by compensation but by a genuine belief in the opportunities we offer.
- **Promotional Materials:** Utilizing flyers, bookmarks, lawn signs, and recruiting cards strategically. Flyers are distributed through local businesses, community centers, and churches. Lawn signs adorn partner district schools and other approved locations. Additionally, we leave bookmarks and recruiting cards in local libraries, ensuring widespread visibility in the community.

The Kelly Education team of recruiting experts works with organizations and other community resources, including retiree groups, local nonprofits, and parent associations, to share the great opportunities available at CCDS. **Every year, Kelly Education sponsors and takes part in the Clay County School District Teacher Recruitment Fair.** We will also represent the District's interests at local career fairs and hiring events.



Below are examples of some key local networks we leverage to source and recruit candidates for CCDS:



Internship Program with the University of North Florida

In 2022, Kelly Education began a partnership with the University of North Florida (UNF) to pilot an “**Internship to Substitute**” program for their students interested in a career in the education field. Since then, we have had anywhere from 1 to 15 interns each semester from UNF join our team of substitute teachers. They substitute at our partner schools within CCDS, giving them valuable experience and insight into what it is like to be an educator in today’s school environment. In and in turn, it gives Kelly Education and our partner schools within CCDS the ability to fill much needed roles at the school locations in which they are interning. We have participated in this program every semester since January 2022. This program is another great example of Kelly Education forging important connections between us, the local universities, and our partner school districts.



Kelly Education leading a UNF intern session



Focus on our Veterans and Military Spouses



Kelly has long recognized the unique value that veterans and military spouses bring to us, and our customers. The military

community presents a pool of diverse, highly skilled, and uniquely qualified professionals known for their leadership, dedication, adaptability, and discipline—traits that are in very high demand by employers everywhere.

We have earned the **2024 Military Friendly® Employer and Military Friendly® Spouse Employer designations**. This marks the ninth year that our company has been recognized for its commitment to recruiting and promoting our military veterans and their spouses.

Our veterans make excellent candidates for a wide variety of positions in education and so our recruiting team is always working to spread the word of Kelly Education and available opportunities at the nearby **Naval Air Station in Jacksonville, FL** to ensure we are doing all we can to reach these very valuable resources.

Innovative and Strategic Recruitment

The **Kelly Mobile Branches** are our latest innovation to expand our reach. We designed these vehicles to support on-the-go recruiting at hiring and engagement events at targeted colleges, universities, or within the community of our partner school districts. From direct interaction with candidates to on-the-spot applications, our mobile branches allow us to go where the candidates are and create excitement.

We also engage with potential talent in the one place they're constantly connected to—their cell phones. We use a **custom QR code** on materials in the community to drive substitute educators to our **Substitute Interest Form** in order for them to learn more about the great opportunities awaiting them at

Recruiting material focused on CCDS veterans and military spouses.



The Kelly Mobile Branch at a district partner's National Night Out event.





Kelly Education

800.528.0049
kellyeducation.com



Apply Today!

CCDS through Kelly Education. We have these district-specific codes on window clings that we can temporarily stick on school building doors, print on Kelly Education branded swag, print on cards and flyers, and so much more. This innovative strategy reaches the next generation of education talent while they're on the go.



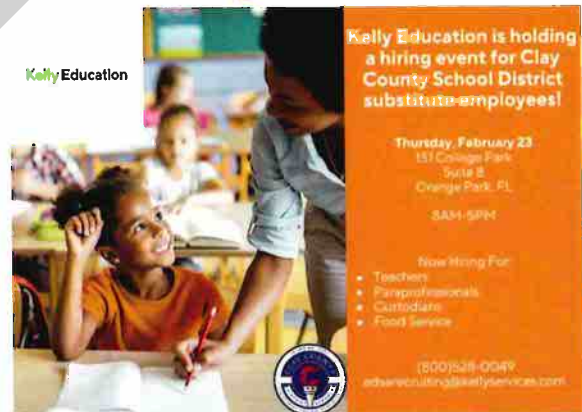
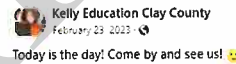
Our QR code is on display at our recruiting events so potential candidates can readily access our Substitute Interest Form.

Digital Recruiting Tools

Even in today's crowded talent marketplace, digital recruiting still is vital. In addition to using job boards, we also have a whole host of digital tools and strategies that span the entire recruitment process from start to finish.

Some of our digital tools include:

- **Social recruiting and online communities:** Recruiting initiatives on social channels such as Facebook, LinkedIn, and Instagram, allow us to connect with candidates where they congregate, via methods more likely to engage them.
- **Programmatic paid job advertising:** Nationally, we use a robust analytics platform to drive peak job board investment decisions across job boards like Indeed, Glassdoor, and Zip Recruiter as well as specialty/niche job boards. Locally, we have seen the best results in paid job advertising from Indeed, Facebook campaigns, and Google Ads.
- **Digital Talent Experience (including easy mobile referrals):** Kelly Education has launched a brand-new recruiting portal that engages education talent from first contact and works for today's on-the-go applicants. It also makes referrals even easier. Employees are our number one referral source, followed by alumni across the education practice. It all combines for a clean, quick digital experience. Recruiters can post jobs, receive applications, and see newly referred candidates through our digital tools.
- **Search engine optimization/marketing:** Candidates today perform more than 70 million job searches per month, and nearly 20 million job seekers have conducted an online search in the last 30 days. To capitalize, we optimize our jobs to ensure they are ranking high in candidate searches, whether those searches are done across key job boards like Indeed, Glassdoor, LinkedIn, or on primary search engines like Google.



Our team leverages our social media channels to promote in-person recruiting events for CCDS.





Safe Hiring and Screening Practices

Vetting potential employees starts with our mandatory background screening—the most comprehensive in our industry—No other company matches our process. **We conduct all background checks, fingerprinting, and certification as required by the Jessica Lunsford Act, Florida Laws, and CCDS policies.**

Kelly Education also adheres to a strict employment gap policy. If there is a lapse in employment of 150 calendar days or more, an employee must be re-screened on the criminal background and National Sex Offender Registry checks. We must receive favorable results for the employee before they are to take on any further assignments. Our full screening process is outlined below:



Candidate Pre-qualification

- Gauges suitability for the role, skills, and ability to succeed
- Discusses education, work history, experience, certifications, and licenses
- Confirms goals, work preferences, availability, and interest



Candidate Evaluation

- Behavioral interview based on role
- Structured interview with situational questions
- Kelly ClassSmarts™ pass/fail assessment
- Education verification



Candidate Registration

- Online application process
- Complete employment forms
- Verify work eligibility through the I-9 process using E-Verify



Candidate Screening

- Mandatory screening—most comprehensive in the industry
- Criminal background screening
- National Sex Offender Registry Check
- Florida-specific screening
- CCDS-required screening



Training and Onboarding



CCDS Support

Brenda Troutman, Director, Instructional Personnel

“They have created an Exceptional Student Education custom training program specifically for our District. This training is taught by a retired ESE Clay County teacher who provides the district specific knowledge and tools for our teacher assistant substitutes to be successful inside these classrooms. This new program has increased our fill rate for ESE assistants, and more importantly, provides trained staff to work with our special needs students.”

Kelly Education has designed a specific onboarding curriculum for each role that includes pre-hire training and assessment, post-hire (paid) orientation, and access to ongoing professional development. We make sure our employees are ready on day one—and beyond.

We provide complete details on our training curriculum in Section 4: Approach / Scope Specifics (see pages 63–65).





Assigning Employees to CCDS

Over the past 27 years, Kelly Education has perfected our ability to place qualified substitute teachers and support staff in our partner schools. Sometimes we have advanced notice that a substitute is needed, other times we have less than an hour before school starts.

As a true partner to CCDS, our job is to make your job easier. We designed our program so that the path to filling your absences is quick and easy. Here is what the process looks like for the District with Kelly Education as your partner.

When a District user (teacher, principal, or administrator) needs an upcoming absence covered, they have three easy options to request a substitute employee:

1. Log the absence online in Frontline, available any time.
24/7/365

2. Call your dedicated Account Manager for personal service.

3. Contact our Talent Fulfillment team for live help.
Mon. – Fri. from 5:30am to 7pm

Your dedicated Account Manager continues to watch all openings for the day to verify the status and fill open roles by working with the talent pool to find the best available candidates for the opening. The Talent Fulfillment Team personally contacts our pool of substitute professionals to fill any remaining absences prior to the start of the school day. For long-term absences, the Account Manager works with our Fulfillment Center to find candidates well prior to the designated start date and assign them. On the date of the assignment, the assigned substitute presents themselves at the designated school, fully trained and ready to go.



Angela Orvis (CCDS Account Manager) talks to a newly hired Substitute about long-term assignments available at Clay County Schools.





Comply with laws, rules and regulations applicable to Vendors of staffing services.

Kelly Education will fully comply with this requirement.

As the oldest and most established staffing company, we are founding members of the American Staffing Association through which we have helped develop and lobby for many of the current legislation that is applicable to staffing service companies. We are 100% compliant. Kelly's in-house legal, risk, and employment compliance teams monitor and assess regulatory issues that affect our service offerings to our clients, including employment legislation such as the Fair Labor Standards Act and Equal Employment Opportunity Commission findings. We gather information via public information announcements, Kelly's senior management personnel, use of third-party law firms, and through Kelly's memberships in industry associations, who serve as "watchdogs" for the staffing industry. When new legislation or regulations are introduced, a cross-functional team assesses the impact on Kelly and our clients to determine the appropriate way to deploy new procedures throughout our operations.

Conform to all federal and state requirements for compensation of employees.

Kelly Education will fully comply with this requirement.

We pay our employees weekly and conform to all federal and state requirements for employee compensation.

Kelly Education complies with all applicable employment laws, including the Fair Labor Standards Act and other state laws regarding wages and hours. We have in-house experts with knowledge of all wage and hour laws across all 50 states and the District of Columbia. Our wage and hour team is tasked with understanding federal, state, county, and city requirements, as well as and managing compliance across our enterprise.

Be responsible for compensating their employees' wages and benefits.

Kelly Education will fully comply with this requirement.

As the "Employer of Record" for our employees, Kelly Education is solely responsible for compensating their wages and benefits. From the outset of our hiring process, we take steps to ensure employees identify Kelly Education as their employer, not only by meeting our standard employer obligations, but also by striving to develop and maintain a close working relationship with our employees. The best way to mitigate co-employment risk is to ensure that all parties—the Kelly Education account team, the District, and our employees understand the role each plays in their assignment. From the initial interaction with the candidate and throughout the screening, hiring, and placement process, we firmly establish Kelly Education as their sole employer.



A Kelly Education Substitute (left) assigned to CCDS gets assistance with his W2 at the local Kelly Education office.





Conduct background checks, fingerprinting, and certification as required by the Jessica Lunsford Act, Florida Laws, and School Board Policies.

Kelly Education will fully comply with this requirement.

As part of our comprehensive hiring process, we will conduct background checks, fingerprinting and certification as required by the Jessica Lunsford Act, Florida laws and CCDS policies prior to placing an employee in your schools. These requirements are standard for many of the Florida districts we work with, and we have comprehensive processes in place to ensure that education standards and fingerprinting authorizations are met. Only after favorable results are received will we present a candidate to your District.

Maintain data analytics and records, including pay rate, for all positions.

Kelly Education will fully comply with this requirement.

As the Employer of Record, Kelly Education maintains all employee data, personnel, and payroll records for our employees. We load Frontline with the approved pay rates, differentials, and credentials as defined by CCDS. Our process also includes creating profiles for our substitute employees that assigns a pay code to each substitute employee based on their credentials. These pay codes only allow the employee to be paid at the CCDS-defined pay rate, which leads to accurate payroll and billing.

Utilize an automated system to manage substitute scheduling, timekeeping and payroll.

Kelly Education will fully comply with this requirement.



Kelly Education tries their absolute best to help us get all of our assignments picked up. Especially when we have vacancy positions, Kelly Education helps find a teacher that is able to take over the position. Kelly Education is super amazing at what they do, and they are always super helpful.

Jen Marbut
Oakleaf High School



Since our partnership began, we have implemented Frontline as the technology foundation for the CCDS program.

If you are happy with Frontline and wish to continue using this system, we can do just that. If you wish to explore other options, we also have strong partnerships with Red Rover and PowerSchool.

Frontline is the industry-leading technology solution and Kelly Education has 27 years of experience with this tool. Our experts have a deep understanding of the technology and how to apply the features of Frontline to increase the efficiencies. **We offer this technology platform at no additional charge to your District. It is included in our pricing.**

Available 24x7, Frontline offers your team the flexibility to record absences at their convenience, online or by phone. Our paid orientation includes comprehensive Frontline training for substitute Talent, and we also provide technical and functional training on our scheduling system to every District employee who will use this system. We offer user guides and all training on this platform free of charge for District employees.





Benefits of the Frontline platform include:

- **Role-based permissions:** Kelly Education follows role-based permissions that ensure each user to self-serve within the system for maximum efficiency and effectiveness.
- **Advance Planning:** Vacations, professional development days, or other pre-planned absences can be input into the tool as soon as they are approved, allowing substitute teachers to schedule as soon as possible, leading to more effective long-term planning and classroom coverage.
- **Classroom Consistency:** Substitute teachers can view and accept multiple absences from the same teacher or school to provide a stronger connection between the teachers, students, and substitutes.
- **Preferred Talent Pool:** Lists of preferred substitutes at the school and district level give you more control over who you invite into your classrooms. The tool blocks substitutes from seeing openings if they are not a fit in your environment.
- **Choose your Substitute:** Teachers or administrators can directly assign a preferred substitute to an absence if he/she is available.
- **Classroom Communication:** Teachers can leave electronic lesson plans or notes for the substitute for continuity in the classroom.
- **Personal Absence Tracking:** An online calendar gives teachers a concise view of their past and upcoming absences.
- **Time Tracking:** Easy-to-use, online timekeeping recording and approvals increases efficiency.
- **Grant Management:** Track and retain grant usage, which can fund substitute teacher expenses.



Timekeeping Feature in Frontline

Kelly Education leverages the timekeeping feature that is resident in Frontline, allowing our substitute employees to input their time in the same scheduling system they use every day. It is quick, easy, and eliminates the need for paper timecards. School personnel can print daily sign-in sheets from the system, allowing substitute employee to sign in/out each day for documentation. Frontline timekeeping is integrated with Kelly Education's payroll systems for efficient and accurate payroll. **See additional details on timekeeping/payroll processes in the next section on page 66.**

Provide a technological solution for recording, maintaining and reconciling invoices related to substitute coverage.

Kelly Education will fully comply with this requirement.

All our invoices are generated using the Frontline technology. We provide a consolidated invoice for the District each week, combining all activity for employees assigned to your district into a single invoice for processing. The invoice is designed to provide data in a format that supports the District's internal reporting hierarchy, including any unique cost centers or department numbers. Standard invoices include the following data fields:

- | | |
|------------------------------------|------------------------------|
| • School Name | • Grade/Subject |
| • Full-Time Employee Name | • Date Worked |
| • Reason for Absence | • Bill Rate |
| • Substitute Teacher's Name | • Total Amount Billed |



Billing is created the Friday following the week worked by the substitute employees. **Invoices include data for all time entries that were submitted and approved by the District.** Each invoice is audited by our billing team to determine if any changes or edits are required prior to submitting the final invoice to the District. Once all edits are complete, we email an electronic invoice to the person(s) or department designated by the District. The email is sent the week after the invoice was created. If there is any dispute regarding billing, the District's designated person or department may contact your Account Manager for resolution. If a line item on your invoice is incorrect and needs to be adjusted, a debit or credit memo will be issued on the next invoice only if the inaccurate invoice was paid in full. CCDS can also compare Kelly Education invoices with attendance records that can be accessed through reporting from our scheduling system, Frontline.

Produce requested reports to CCDS Human Resources department in regard to contract pay rates, fill rates, etc.

Kelly Education will fully comply with this requirement.

Kelly Education offers reporting as requested by CCDS Human Resources. Our current primary reporting is pulled from Frontline. In order to help administrators at every level understand what's happening on a day-to-day basis, as well as to interpret trends, **extensive reporting is built into Frontline, and it is available on demand at any time.** We are available to help the District get what they need from these reports when you need them.

Most recently, Stephanie Stone on the Kelly Education account team was asked by CCDS HR to provide a custom teacher vacancy report that listed every long-term substitute by school and the date they started the long-term assignment. Stephanie provided this reporting as requested (see the screen shot below).

	A	B	C	D	E
1	Start	Length	Site Name	Talent	Teacher/Vacancy
2	03-Aug-2023		126 LAKESIDE JR	[REDACTED] ns	Vacancy
3	02-Aug-2023		126 ORANGE PARK HS	V	Vacancy
4	02-Aug-2023		126 ORANGE PARK HS	L	Vacancy
5	09-Aug-2023		126 PLANTATION OAKS ELEM	F	Gueline
6	08-Aug-2023		126 PLANTATION OAKS ELEM	F	Robert
7	09-Aug-2023		126 ORANGE PARK HS	C	y
8	10-Aug-2023		126 S BRYAN JENNINGS ELM	B	e
9	10-Aug-2023		126 LAKE ASBURY ELEM	H	
10	10-Aug-2023		126 OAKLEAF HS	P	na
11	10-Aug-2023		126 FLEMING ISLAND HS	C	yk, Allyson
12	10-Aug-2023		126 PLANTATION OAKS ELEM	D	viane
13	10-Aug-2023		126 GROVE PARK ELEM	T	Charles
14	10-Aug-2023		126 FLEMING ISLAND ELEM	K	
15	10-Aug-2023		126 THUNDERBOLT ELEM	N	

"Teacher Vacancy Report" -- an example of custom reporting Kelly Education provides to CCDS HR





Your Kelly Education team is always available to assist District administration in getting any reporting that it deems necessary. We offer extensive reporting using our Power BI technology. It allows us to share the historical or real-time information you need in countless ways through **custom reporting, available on demand**. We can provide these reports monthly, weekly, or even daily. Our analytic capabilities are best-in-class, and we know the insights they offer make a difference in the day-to-day operations of our clients, particularly for large districts like CCDS.

See additional details on our reporting capabilities in Section 4: Approach / Scope Specifics on page 69.

Make every reasonable effort to provide substitutes when requested by CCDS as well as provide substitutes that possess the specific, specialized expertise and professional competence to the areas being requested for coverage.

Kelly Education will fully comply with this requirement.

We provide around the clock support, using several Kelly Education resources and offer multiple ways to contact us via phone, email, or online to make same day or last-minute requests. We make every possible effort to ensure you have substitutes where and when you need them:

- **Frontline Education’s Absence Management Solution:**

Frontline is available via the internet 24 hours a day, seven (7) days a week, to document absences and assign substitute employees up to one hour before your school’s scheduled start time.



- **Dedicated Account Manager and Local Kelly Education Team:** Angela Orvis is your dedicated Account Manager and your first point of contact for same day or last-minute requests when needed. In addition, the rest of our local Kelly Education team supporting CCDS is available Monday through Friday, 8:00 am to -5:00 pm EST. We can also incorporate early/late or emergency hours of operation—including weekends—to support specific needs of the district.

Pleasant, responsive, and works with us very well on finding placement of subs as needed. Have had several long-term subs through them with great satisfaction.

Robin Henson
AMIKids



- **Kelly Education Fulfillment Center:** This team provides live support to District personnel and substitute staff. While approximately 75% of absences are filled electronically via our absence management technology, the remaining 25% (often last-minute openings) need a personal touch to get qualified talent into the classroom. All absence requests made within one hour before the start of school are filled by this team that constantly monitors absences (especially last minute or emergency) and contacts available staff to fill the roles. They are available before, during, and after school hours.



Fulfillment Center Feedback

CCDS Team Members on Center Leader, Amanda Spooner

I want to take a moment to tell you what a pleasure it has been over the past few years to work with Amanda Spooner. Amanda has done an exemplary job in meeting our needs of filling vacancies for our teachers and staff . . . When speaking to her on the phone, which happens frequently, she has a positive attitude and is prompt to solve any problems we may be having. Amanda is an asset to Kelly Services and I look forward to continuing to work with her.

Mark McKinney

Clay County School District

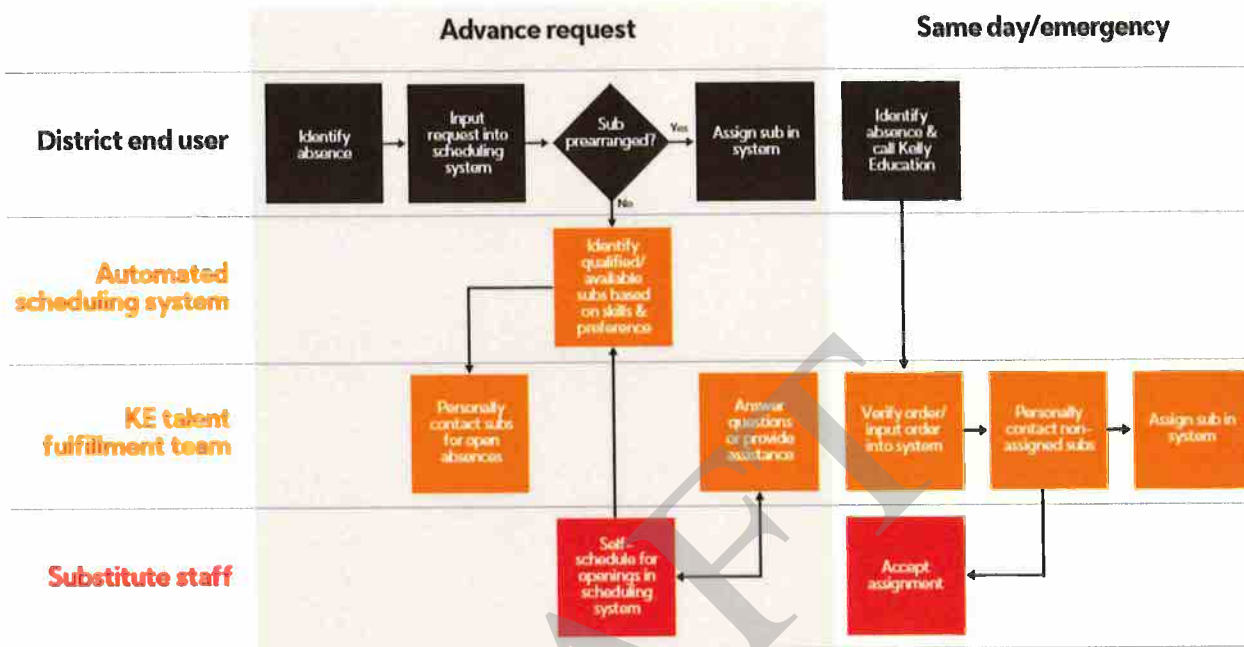
I have been working with Amanda since 2013 when we first converted to Kelly Educational Staffing to obtain instructional and support substitutes. I first worked with her at the school level and now in Human Resources. Amanda is not only professional, she goes above and beyond to be accommodating in every situation. She has been instrumental to me this summer and last in making sure every teacher and support person in the district has access to Kelly . . . I have worked with her in several last minute or tricky situations. She always takes the extra time needed to resolve the issue in a professional and timely manner.

Jane Thompson

Clay County School District



The process flow below depicts the key steps for planned and unplanned absences:



Screening to ensure Substitutes meet CCDS Requirements

CCDS can be assured that Kelly Education will always provide substitutes that possess the specific, specialized expertise and professional competence to the areas being requested for coverage. During our hiring process, we evaluate each candidate's skills, experience, work history, and fit with CCDS so that every employee meets our standards and earns your approval. Kelly Education works with your District to develop a screening process that aligns with your requirements to enable effective skill-matching. In addition, our automated absence management and tracking system includes a Skills Matching feature, only allowing substitute employees to view positions for which they are qualified, providing you peace of mind that the right substitute employees are filling your positions.

In addition, Kelly Education maintains the necessary checks and balances within our processes to assure that all substitute employees, whether a teacher or teacher assistant, meet the state and CCDS criteria necessary for substituting. We monitor compliance of fingerprinting, permits, licensure, and background screens for all employees.

A+ Reviews



Mr. Tobler is an exceptional guest teacher who goes above and beyond in helping Grove Park Elementary. He is our building guest teacher for this school year, which makes his second year with us. With great flexibility, Mr. Tobler is more than willing to step into any classroom from Kindergarten to 6th grade with stride, no matter if he is the guest sub for the day or to simply support a teacher. He is always willing to assist with lunch duties and make sure our students are safe at all times. Mr. Tobler is not only great with the students but he has built a great rapport with all the Grove Park Elementary teachers and staff. We are happy that he is part of the Grove Park family.

Josephine Roquemore
Clay County School District



Require assigned employees to protect CCDS proprietary and/or confidential information when applicable.

Kelly Education will fully comply with this requirement.

Protecting our customers' right to privacy is of utmost importance to us. We recognize that CCDS possesses proprietary and/or confidential information to which our assigned employees may have access while on assignment. Our substitute employees are informed that unauthorized disclosure of your confidential information is unethical and unacceptable. We require our employees to sign an acknowledgement on our application of employment. This acknowledgment stipulates that our employees not disclose or retain possession of confidential or other proprietary information unless properly authorized by our customer.

Affirm that vendor shall follow CCDS's process for investigating and managing concerns emerging from allegations of substitute misconduct, performance issues and incidents.

Kelly Education will fully comply with this requirement and continue to follow CCDS's process.

As the Employer of Record, we handle all employee relations issues with our substitute employees. For investigating and managing concerns emerging from allegations of substitute misconduct, performance issues and incidents, we work in partnership with District personnel, principals, and administrators to ensure compliance with CCDS and state of Florida directives. **Please note that if a critical situation arises in the classroom, the principal has full authority to remove the substitute employee from the school. Upon informing Kelly Education, we will investigate the situation and take appropriate action.**

Our commitment to quality includes promptly investigating any formal complaint or report regarding a Kelly Education employee's performance, conduct, or professionalism. We have a formal incident reporting process that is managed by our Global Security & Investigations (GS&I) team at Kelly's corporate headquarters. GS&I maintains a 24-hour, first-level response hotline for incident reporting by any Kelly Education customer or employee and will promptly engage second level corporate resources and/or outside professional agencies, as required.



A+ Reviews

Michelle [Sutton] is a reliable sub who you can count on to be thorough. She leaves detailed notes about the day and includes information about the lesson(s) as well as the behaviors. She will also address any misbehaviors effectively and efficiently so that when I return I don't have to rehash it. She is amazing!

Stacey Johnson
Clay County District Schools



Provide an alternate employee for CCDS should CCDS deem the assigned one unfit.

Kelly Education will fully comply with this requirement.

If for any reason CCDS deems an assigned employee unfit, CCDS simply notifies Kelly Education, and we will exclude the employee from returning. Within Frontline, Kelly Education has the ability to exclude employees from specific classrooms, grade levels, school buildings, or an entire school district. In addition to the tool functionality, our staff monitors the exclusion lists for compliance.

Although Kelly Education strives to always deliver the highest quality of service, we recognize that situations will occasionally arise that lead to a customer issue or concern. We believe that the prompt resolution of these concerns is key to maintaining your confidence in our service.

Kelly Education wholeheartedly stands behind our commitment to providing only the highest quality employees to be assigned to CCDS. **Every assignment through Kelly Education is backed by the Kelly Guarantee:**

The Kelly® Education Guarantee:

Kelly Education guarantees that the Kelly employees assigned to Clay County District Schools shall satisfactorily perform the services ordered by the District. Upon reasonable notice from the District, Kelly Education will arrange for a replacement employee and/or cancel all charges for unsatisfactory services.

Provide other staffing solutions or modifications as required by CCDS.

Kelly Education will fully comply with this requirement.

Our customized solution for the District is meant to grow and evolve with CCDS's needs. We are always prepared to pivot when needed to expand, improve, or change our service. As the only true human capital company in the education space, we will continue to support your schools both inside and outside of the classroom as we have done throughout our partnership. In the past years, we have added custodian, food service/cafeteria assistant, and ECE positions in addition to the implementation of Building Substitutes.

As the District's needs evolve, we can also staff positions such as **administrative assistants, clerks, media specialists, literacy specialists, nurses, bookkeepers, finance specialists, librarians, tutors, and much more.** We also support several specialties in the education space with our **Tutoring Solutions** and **Pediatric Therapeutic Services.**





Tutoring Solutions

Kelly Education delivers high-impact tutors who drive transformative academic interventions through 1:1 and/or small group in-person sessions to help districts and schools bridge learning gaps. We partner with districts to help their busy teachers extend their classrooms by delivering vetted, trained, and top-performing tutors for high-impact, personalized, and transformative tutoring sessions that bridge learning gaps and accelerate student progress.

Extend your K-12 classroom with Tutoring Solutions.

Kelly Education

We take care of recruiting, vetting, training, and supporting tutors so you can focus on core instruction.

Whether your goal is course recovery, learning acceleration, or preparation for next grade levels, Kelly Education delivers high-quality, consistent, culturally competent tutors who produce transformative academic interventions across all subject areas and grade levels.



Pediatric Therapeutic Services (PTS)

Kelly Education | PTS

In 2022, Kelly Education acquired Pediatric Therapeutic Services (PTS), a white-glove staffing solution providing state and federally mandated in-school services and therapies. PTS has provided occupational therapists, physical therapists, speech language pathologists, and mental and behavioral health professionals to districts like CCDS since 1998. They have led the way for innovating how school-based therapies are accessed and delivered, helping countless students grow to better access their education.

PTS is the only staffing partner that provides, as a core part of every solution, a **Clinical Director** who oversees the services and liaises directly with the district. **This expert supervising clinician will be dedicated to your district.** They will meet regularly with your team to discuss goals and strategize solutions. They will also offer supportive services such as our Capable Classroom curriculum, which can be implemented by non-clinical school personnel to reduce referrals, manage costs, and lessen the need for more intense interventions. Additionally, your dedicated Clinical Director can share parent resources, help with compliance monitoring, and recommend teacher training.

We would be pleased to connect you with our PTS team to hear more about the way that we can support your therapeutic services. It's one more way that Kelly Education shows up as your collaborative partner to move every student forward.



School Nurses

Substitute school nurses are more than just stand-ins as licensed medical professionals; they provide crucial medical care to students. Their responsibilities extend beyond simply taking temperatures and administering medicine. They also support students during emergencies and help them manage chronic medical conditions such as diabetes, asthma, and allergies. Kelly Education staffs these key positions in many of our district schools.

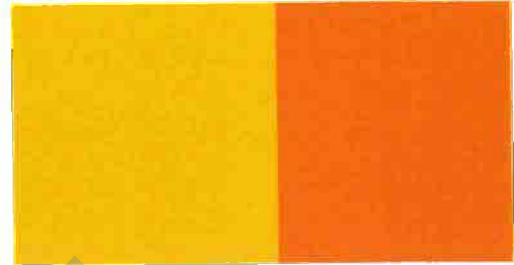
Confirming that all our school nurses' credentials are up-to-date and in good standing is key to caring for students, ensuring talent compliance, and protecting Kelly Education. We have a centralized credentialing team to help make sure all school nursing credentials (license, CPR card, etc.) are in order. This team also ensures that any expiring credentials, testing, and trainings are renewed, as required by law, school district and/or Kelly Education policy.

See the next page for details on our partnership with Enterprise City Schools, just one of the many districts where we staff school nurses.



School nurse staffing partnership keeps Alabama district healthy.

Kelly Education



District feels impact of nursing shortage.

Enterprise City Schools (ECS), located in southern Alabama, educates 6,500 students in ten schools and employs a dedicated team of 850 faculty and staff, including 12 full-time school nurses.

Just as the pandemic took a toll on educators, it also severely impacted the nursing workforce across the nation. As a result of the shortage, when school nurses need time off, finding replacements has become even more difficult. To that end, ECS relies on its substitute staffing partner, Kelly Education®, to recruit, vet, hire, and schedule the district's short- and long-term substitute school nurses.

Assistant Superintendent, Dr. Patrick Cain, is impressed by Kelly Education's commitment to maintaining the district's high standards while ensuring a seamless transition of certified nurses to various openings across the district.

School nurse duties don't take a day off.

Substitute school nurses in Enterprise are more than just stand-ins; as licensed medical professionals they provide crucial medical care to students. Their responsibilities extend beyond simply taking temperatures and administering medicine. They also support students during emergencies and help them manage chronic medical conditions such as diabetes, asthma, and allergies.

"Substitute nurses are crucial to our day-to-day operations," says Sheree Hardrick, the Federal Programs Director for ECS. She says the eight substitute nurses from Kelly Education fit in with the culture of the district.

They have become familiar faces supporting students at athletic practices and games, band camps, and field trips that require student medical needs. She says they have been an extra set of hands during eye exams and scoliosis screenings.

Licensing and certification mean quality substitute nurses.

"When our full-time nurses can't be here, we count on Kelly Education to provide us with nurses who have the expertise needed in our schools to support the health and well-being of our students," says Cain.

Cain says the rigorous certification process for school substitute nurses takes significant resources and Kelly Education is top-notch when it comes to compliance. The company completes a comprehensive 22-page document that verifies the nurse's registered LPN or RN license, proper vaccinations, CPR certification, background checks, and fingerprinting.

The substitute nurses complete OSHA and HIPAA training. Finally, Kelly Education requires that nurses pass the company's own proprietary training during the onboarding process that focuses on competencies for modern school educators.

Kelly Education has successfully managed the district's substitute workforce – including teachers, paraeducators, nurses, office workers, and custodians – for the past five years. ECS returned to Kelly Education in 2019 after competitors did not match up to Kelly's level of commitment to quality in school substitute staffing services.

Superintendent Dr. Zel Thomas praised the partnership, stating, "Kelly Education is responsive and provides top-quality talent." He said the partnership exemplifies the possibilities of combining quality healthcare and education, ensuring students' well-being in a supportive, nurturing environment.

Challenge:

District lacked resources to find and vet qualified substitute school nurses.

Solution:

A dedicated team focused on compliance in recruiting, training, and managing substitute nurses.

Result:

Near 100% coverage with reliable, certified nursing professionals.

 [kellyeducation.com](https://www.kellyeducation.com)

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Want to discuss solutions for your district?

Visit [kellyeducation.com](https://www.kellyeducation.com)



Section 4: Approach / Scope Specifics

Website

- **WEBSITE** – Company website will be linked to CCDS Human Resources site. Describe in detail the information that will be shown on the proposer’s website, along with any functionalities that may be available for temporary staffing at CCDS.

Kelly Education currently complies with this requirement. **Our website is linked and will continue to be linked with the CCDS Human Resources site.**

In order to elevate our partnership with CCDS, we have created a customized page on our larger corporate site to ensure that we are optimizing SEO and engaging with as many prospective substitutes specifically interested in working at Clay County Schools as possible.



Kelly Education built this website to serve all CCDS candidates

Those interested in working at Clay County Schools can also apply directly from **myKelly**, our intuitive, simple, and easy to use job portal (see screenshots below). The applicant fills out our **“Substitute Employee Interest Form”**. The form gets submitted to our team of expert education recruiters and the candidate is contacted.

The CCDS website is also directly linked to the Kelly Education website to ensure all prospective candidates interested in working at Clay County Schools know exactly where to go.

This form captures prospective substitute educators on our myKelly job portal



Kelly Education opportunities displayed on the CCDS website

Badging, Fingerprinting, background checks, drug testing, and verification of certifications/degrees

- **BADGING** – Only after fingerprint and background checks, shall badges be issued by CCDS to those substitutes/assigned employees that passed. No substitute/assigned employee shall be assigned to any sites or jobs prior to receiving a badge.

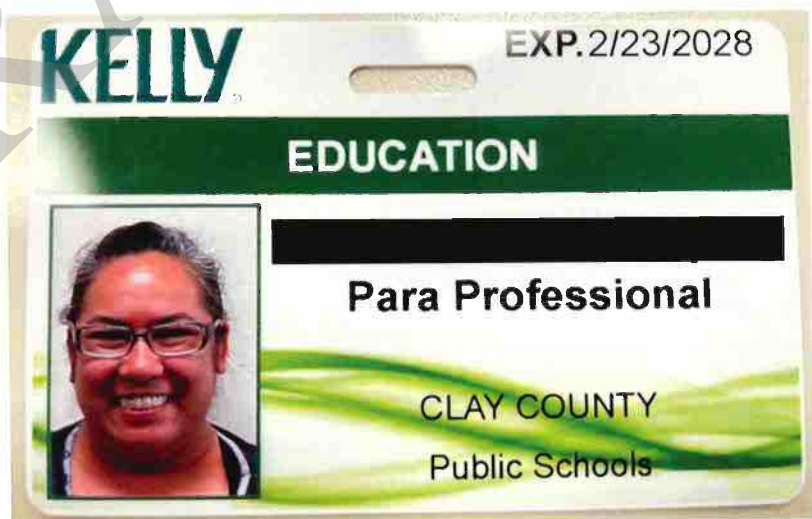
Explain in detail the process to be used for:

- **Fingerprinting**
- **Background Checks**
- **Drug Testing**
- **Verification of Certifications / Degrees**

As your current staffing partner, Kelly Education already has proven processes in place for badging, fingerprinting, background checks, drug testing, and verification of certifications/degrees. See details below:

Badging Process

Kelly Education will continue to offer CCDS a photo ID badge system for the identification of substitute employees, **at no cost to the District**. With this badging system, each substitute employee will be photographed and badged using Datacard software and badge equipment. To maintain the integrity of the hiring process, the candidate will not receive the badge until they have passed fingerprinting and background checks. The badge will be released once they are officially hired and activated in our scheduling system. In addition, each badge includes proof of background clearance.



Kelly Education currently provides this badge for each substitute at CCDS at NO COST to the District.



Fingerprinting Process

As part of our hiring process, state-required fingerprinting is completed for all employees assigned to CCDS. In our current process, we follow the state and District-required fingerprint screenings and will continue to do so going forward. **See page 26 for details on the various options we offer our employees to facilitate this process and make it as convenient as possible.**

Background Check Process

Kelly Education has a stringent and mandatory background check process in place that allows us to be diligent about the employees we assign to work in your schools. All potential employees go through our complete hiring process that includes criminal background checks and fingerprinting to meet Jessica Lunsford requirements, National Sex Offender Registry checks, and any additional screening required by CCDS and the state of Florida. Kelly Education will only assign an employee to your schools after they have passed all required background checks in accordance with applicable laws.

Thanks to our years of experience hiring substitute employees in Florida, we understand the importance of an efficient and quick time-to-hire process while ensuring state compliance does not suffer. You can be confident that we have proven processes in place to make sure that every Kelly Education substitute meets all state standards and has been fully screened in accordance with the strictest standards in the industry.

Drug Testing Process

Currently for CCDS, drug testing is required for teacher assistants, custodians, and food service workers. It is completed using an oral swab in the Kelly Education office. We perform a 10-panel Oral Tox Drug Screen where the results are documented in the candidate's personnel record. Notably, candidates are assigned to CCDS only upon successful completion of the drug screening, ensuring a thorough and compliant selection process.

Verification of Certifications / Degrees

Verification of certifications and degrees is part of our hiring process. Once candidates pass the initial interviews and sign a release, we obtain any required official transcripts to verify education.



A Kelly Education new hire signing up for fingerprints during a hiring fair.



Welcoming new substitute educators for CCDS at our local office.



We can take new hires from interview to badge photo in our local office.





Training

- **TRAINING** – Discuss any training that may be required prior to assigned employee onboarding with CCDS. Include any trainings required from the district as well as any trainings given by the firm.

Kelly Education has designed a specific onboarding curriculum for each role at CCDS that includes **pre-hire training and assessment, post-hire (paid) orientation, and access to ongoing professional development.**

Role-Based Pre-Hire Training and Assessment

All Kelly Education substitutes must complete our proprietary, research-based pre-hire training prior to placement at CCDS. Our mandatory **Smarts™ Training Program** contains role-specific custom content for key positions we serve—covering the insights and skills that educators and staff need to succeed in their work—along with assessments that must be passed.



We offer the pre-hire training in-person as well as through our virtual training platform at no cost to our substitute employees.

'Smarts™' Training

This exclusive training was developed in conjunction with education experts and uses research-based content, including practical experience from former educators and administrators, to help our employees maximize student learning. Once each training is completed, the employee received a **certificate of completion, as shown.**

- **ClassSmarts™** for instructional talent
- **ParaSmarts™** for talent working with students with special needs and students who are English Language Learners (ELL)
- **ChildSmarts™** for early childhood educators
- **CustodialSmarts™** for sanitation roles
- **FoodSmarts™** for food service roles



Employees receive a Certificate of Completion of ClassSmarts training





Our position-specific training courses cover the key areas for each title so you can be confident that your openings are covered by trained professionals.



ClassSmarts

- Ages, Grades & Developmental Stages
- Working with Paraeducators
- Reliability, Flexibility, Self-Control
- Ethics of Teaching & Diversity
- Legal Obligations
- CAPTA, FERPA, HIPAA
- ERL's Law
- IEPs
- Accommodations & behavior plans
- Title IX
- Social Behavior Guidelines
- S.A.F.E. Touch – Contact Policy
- Learning Technology
- Preparing For and Starting the Day
- Classroom Management
- Policies & Best Practices
- Student & Personal Safety
- Dismissal & Finishing the Day



ParaSmarts

- Roles & Responsibilities
- School Environments
- Ages, Grades & Developmental Stages
- Universal Expectations
- Ethical Teaching & Diversity
- Legal Obligations; Child Abuse Prevention & Treatment Act (CAPTA), HIPAA, FERPA, IEP's
- Title IX
- Special Education Concepts & Misconceptions
- Inclusion
- Policies & Expectations
- S.A.F.E. Touch – Personal Contact Policy
- Starting & Ending the Day
- Supporting Learning
- English Language Learners (ELL)
- Managing Behavior
- Student & Personal Safety



ChildSmarts

- Duties & Responsibilities
- Supervision & Ratios
- Typical Day/Credentials
- Promoting a Safe Environment
- Hand Washing
- Diapering
- Allergies/Feeding
- SUIDS & Shaken Baby
- First Aid and Emergency Procedures
- Mandated Reporting
- Behavior Guidance Policy
- Drug & Alcohol Policy
- Key Policies



CustodialSmarts

- Managing Your Schedule
- Getting Paid
- Bloodborne Pathogens
- Universal Precautions-Controlling BBP Exposure
- Exposure Control Plan
- Positive Work Environment
- Safety on the Job
- Security & Emergencies
- On the Job Incidents
- Perks and Benefits



FoodSmarts

- Time/temperature Controlled Foods for Safety (TCS)
- Food Stations of Responsibility
- Importance of School meals
- Work Environment/Station
- About National School Lunch Program (NSLP)
- Health & Hygiene on the Job: receiving, storage, prep, cooking, holding, serving & cooling food
- S.A.F.E. Touch – Student Contact Policy
- Role-specific scenarios
- Managing behavior



CCDS Post-Hire Orientation

All newly hired academic instruction and non-instruction employees complete a customized orientation program. **Unlike many of our competitors, this post-hire orientation is fully compliant with wage/hour regulations---AND we absorb the cost.**

Topics include:

- District Policies & Procedures (e.g., Dress code, arrival/dismissal requirements, etc.)
- Kelly Education Policies & Procedures (e.g., Employee Handbook, Working with Kelly Education, Harassment, Safety, Equal Employment, Drug-Free Workplace, Workplace Violence, Code of Ethics, Benefits, Timekeeping, Payroll, Employment Expectations, Standards of Professional Conduct, etc.)
- Incident Reporting
- Assignment Cancellation Policy
- Frontline Usage & Functionality
- Any state-specific topics or other customized topics for CCDS





Ongoing Professional Development Opportunities

Not only do we hire the right people, but we offer opportunities over their careers to develop both professionally and personally. When employees can build the skills to successfully move into high-value roles, they become a renewable resource that can quickly retool for what's next. **Our instructional design team includes experienced former teachers, industry experts, and administrators** who help identify learning trends in the field of education. Our team has access to the latest and most up-to-date training in critical school safety, compliance, and special education-related areas that allows our employees to continue developing their professional skills.

Live Events

While the ease and convenience of self-led virtual e-learning modules benefit our employees throughout their onboarding and tenure as an employee, **Kelly also offers a wide array of live, instructor-led webinars and development opportunities.** It's a great opportunity to help substitute educators develop new skills, and it offers real value when it comes to retaining them. Each year, thousands of Kelly employees (and clients!) attend and benefit from these instructional live events.

Our live, instructor-led focuses on inclusionary teaching methods that benefit not only those who work in special education but are also relevant to traditional K-12 employees. Our webinar sessions change monthly and include sessions such as Special Education Workshop, Focus on LD/ADHD, Focus on Emotional Behavioral Disability, Autism Spectrum Disorder and Best Practices: Working with students with Autism.

We also offer live events that focus specifically on PreK-12 educators, with sessions on classroom management, communication, and much more.

Online Opportunities

As part of our ongoing commitment to providing exceptional support to our Clients and Talent, all Kelly Education employees have access to free online professional development and training courses through our virtual university, the **Kelly Education Learning Center (KELC)**. This online proprietary learning platform empowers our Talent with the knowledge and skills they need to excel in their roles. Our Talent has access to over 40 courses and webinars designed specifically for them!

Webinar Schedule February 2023

Kelly Education and Teachers On Call (TOC) continue to expand our training & professional development offerings to our talent and clients. This series of free virtual instructor-led webinar events covers various education topics.



Whether you are new to working in education or have served for a while and looking to refresh your knowledge, we have something for you! Please view the dates & topics below and click the **register** link for any session to secure your virtual seat!

All listed opportunities are unpaid, optional professional development designed to help improve your skills working in the classroom.

New Substitute Webinar (90 mins) - Covers what you can expect as a substitute, what you need to bring with you, basic responsibilities, and more! You will walk away from this session with the information you need to work as a substitute teacher or paraprofessional! Available Sessions: Thursday, February 9 from 6:00pm-7:30pm (Central)/7:00pm-8:30pm (Eastern)

Classroom Management Workshop (2 1/2 hours) - Whether you are a teacher or paraprofessional, each student has varied reasons that contribute to inappropriate classroom behavior and can provide a challenge to the learning environment. In this

From our substitute newsletter, outlining live training opportunities.



Sam leading one of our live training sessions on PBIS.





Timekeeping / Payroll

- **TIMEKEEPING / PAYROLL** – Proposer shall describe its administrative and management approach to providing its technology system for recording, timekeeping, maintaining and reconciling invoices generated by the substitute coverage. This may include any and all software or web-based software utilized to facilitate services and recordkeeping.

As the Employer of Record, Kelly Education handles every aspect of the payroll process for our employees. We manage employee timekeeping, approvals, and recordkeeping through Frontline. **Our in-house payroll center ensures that employees are paid promptly and accurately.**

Timekeeping Feature in Frontline

Leveraging the timekeeping feature in Frontline, allows our substitute employees to input their time in the same scheduling system they use every day. It is quick, easy, and eliminates the need for paper timecards. School personnel can print daily sign-in sheets from the system, allowing substitute employee to sign in/out each day for documentation. Frontline timekeeping is integrated with Kelly Education's payroll systems for efficient and accurate payroll.

We pay our employees weekly for the hours worked the previous week. When a District teacher or administrator enters an absence into Frontline, the system automatically populates the absence with a start and end time, so the information is available to the substitute employees when they review the assignment. Substitute employees are responsible for documenting their daily time in Frontline.

Approving time is quick and easy for your team. The designated timecard approver for each school receives an email notification with a link to log in and view all completed timecards submitted for their school from the previous week. Approvers just click to approve or reject time. If action is not taken on the time documents by 11:59 p.m. on Tuesday, the documents will be system-approved to allow us to remain compliant with wage/hour laws. All approved time documents are sent electronically to our in-house payroll department for processing.

Payroll Process

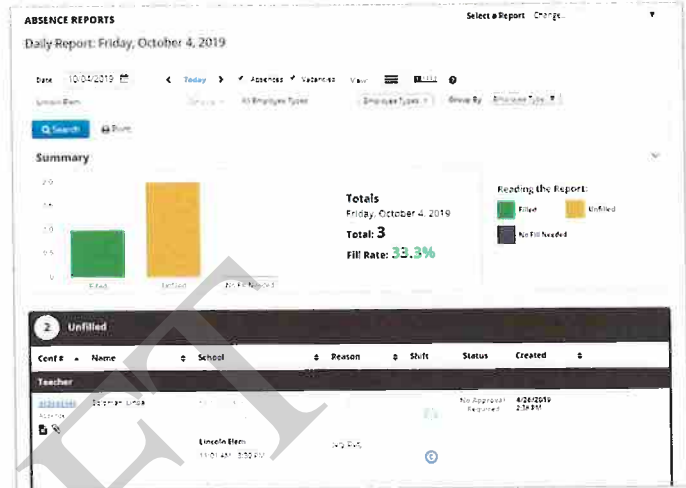
During implementation, we load Frontline with the approved pay rates, differentials, and credentials as defined by the District, which we have already done for SSBC. The process also includes creating profiles for our substitute employees that assigns a pay code to each substitute employee based on their credentials. These pay codes only allow the employee to be paid at the District-defined pay rate, which leads to accurate payroll and billing.

The steps for employees entering their time and the District approving time are detailed above. Kelly Education processes payroll each week, deducting appropriate federal and state taxes from the employee paycheck and managing all required tax reporting.



- a) Description may include any aspects of the program that might differentiate between a true absence as opposed to the teacher being involved in a school-related activity outside of the classroom that may be for a few hours.

Kelly Education manages this process through the logging of **Absence Reasons** in Frontline. Currently, CCDS can select "Temp Duty Elsewhere" in Frontline to differentiate between a true absence as opposed to the teacher being involved in a school-related activity outside of the classroom that may only be for a few hours. Additionally, all absences entered can be marked as "No Sub Needed" as well. Frontline also has an option for half and full-day absences to accommodate requests of less than a full day.



- b) Explain how firm verifies timecards.

As previously mentioned, Kelly Education uses the automated timekeeping feature that is resident in Frontline for substitute employees to input their time. It is quick, easy, and eliminates the need for paper timecards. School personnel can print daily **sign-in sheets** from the system, allowing substitute employee to sign in/out each day for documentation. CCDS can also compare Kelly Education invoices with attendance records that can be accessed through reporting from our scheduling system, Frontline.

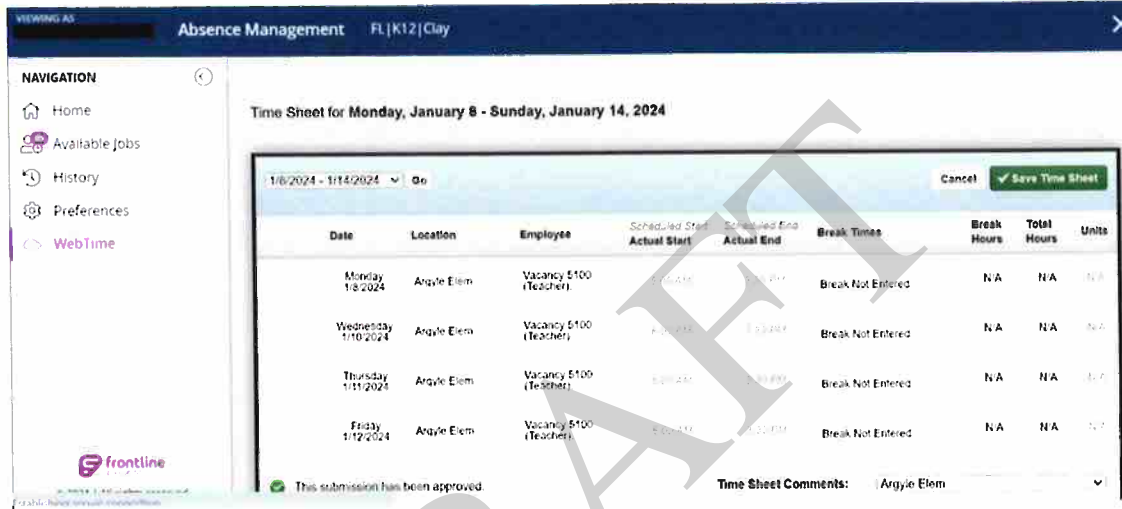
Substitute	Signature	Start/End	Employee	Conf. #
Friday, October 4, 2019				
Ell Hamilton Lincoln Elem	.X	Full Day 00:00 AM - 02:30 PM Absence Reason: Sick	Gladwin Maxwell Teachers & de Paraprofessionals	365591443



c) Proposer shall include a sample of timecards and invoices, which shall show all pertinent information in a concise manner.

As previously mentioned, the timekeeping feature resident in Frontline eliminates the need for paper timecards. Regarding invoices, Kelly Education provides consolidated invoicing to CCDS with all pertinent information displayed in a concise manner.

See sample timecard (from Frontline) below:



See sample invoice below:

Kelly
Kelly Services, Inc.
898 West Big Beaver Road
Troy, MI 48064
Corporate Tax ID: 38-810762
Dunk. Brokerage ID: 00-685-838

CLAY COUNTY FL SCHOOL DISTRICT - TEACHERS
INVOICES COVERING THE WEEKS ENDING 12/02/23 THROUGH 12/02/23
INVOICE #: 877574
INVOICE DATE: DECEMBER 14, 2023

ELECTRONIC PAYMENT IF: REMIT CHECKS:
JP MORGAN CHASE, 611 Woodward Ave, Detroit, MI 4
Account Name: Kelly Receivables Funding LLC P O BOX 530437
ATLANTA GA 30353-0437
Disittance_email_address:
INVOICE DUE DATE: 01/02/2024

SCHOOL	FULL TIME TEACHER	REASON FOR ABSENCE	SUBSTITUTE TEACHER	SUBSTITUTE TEACHER	ACCOUNTING CODE	EIN	DATE	BILL RATE	REGE UNITS/HR	OVERTIME UNITS/HR	SALES TAX	BILLED AMOUNT	REFER
ADULT & COMMUNITY ED	GARLAND, JENNIFER	PERSONAL LEAVE	KENIETH	K. MEYER	*004002000004400		03/04/2023	20.00	7.25	0.00	0.00	150.00	43
ADULT & COMMUNITY ED	OPEN POSITION - TEAC	(VACANCY POSITION)	FERNANDO	FJRIVEROS	*9999999999999999999	*9999	10/05/2023	19.06	4.00	0.00	0.00	76.24	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	MARCO	MG DAVIS	*9999999999999999999	*9999	10/04/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	MARCO	MG DAVIS	*9999999999999999999	*9999	10/07/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	MARCO	MG DAVIS	*9999999999999999999	*9999	10/09/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	MARCO	MG DAVIS	*9999999999999999999	*9999	10/10/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	JANETTE	JR NADDAF-DCDDG	*9999999999999999999	*9999	10/04/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	JANETTE	JR NADDAF-DCDDG	*9999999999999999999	*9999	10/05/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	JANETTE	JR NADDAF-DCDDG	*9999999999999999999	*9999	10/06/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	JANETTE	JR NADDAF-DCDDG	*9999999999999999999	*9999	10/08/2023	25.90	7.00	0.00	0.00	161.30	43
AMKIDS-CLAY	VACANCY 5100 (TEACH-E	(VACANCY POSITION)	JANETTE	JR NADDAF-DCDDG	*9999999999999999999	*9999	10/09/2023	25.90	7.00	0.00	0.00	161.30	43
ARGYLE ELEM	ARMENTA, JESSICA	PERSONAL LEAVE	ROSE	R ARMALIN	*005101200051000000		10/04/2023	19.06	3.50	0.00	0.00	1,813.00	43

d) CCDS utilizes the Business Plus platform. Proposer shall indicate compatibility with CCDS platform, if applicable.

In our current partnership with CCDS, Kelly Education's instance of the Frontline Absence Management system is 100% compatible with CCDS's Business Plus platform and is currently integrated today. As part of Kelly Education's services, we will continue to maintain this integration on behalf of CCDS to ensure it operates effectively and efficiently.



Reporting

- **REPORTING – Proposer shall provide reports to CCDS to assist in the monitoring of the program. Proposer shall describe its administrative and management approach to providing comparative reports to CCDS to include but not be limited to:**
 - a) **Total Filled Absences / Vacancies**
 - b) **Fill Rates Percentage**
 - c) **Customized Weekly and Monthly Fill Rate Reports**
 - d) **Absences Filled with a BA/BS Degree**
 - e) **Incident Reporting Rating**
 - f) **Cost Comparison Analysis Year Over Year**

Contractor agrees to provide reports as requested by CCDS or on a reasonable schedule (i.e. monthly) as agreed upon by CCDS and Contractor. Contractor further agrees to provide any additional reasonable report not listed that may be of interest or importance to CCDS.

Kelly Education will fully comply with these reporting requirements. We have the capabilities to provide all the reporting listed here and more.

As part of our solution, we provide comprehensive, on-demand and scheduled reporting through Frontline and our Power BI technology. We also provide customized reporting like the **“Teacher Vacancy Report”** to CCDS HR that shows all long-term Teacher, Vacancy, and Building Substitute positions at any requested time.

Frontline Reporting

On demand reporting will continue to be available to CCDS through Frontline. In order to help administrators at every level understand what’s happening on a day-to-day basis, as well as to interpret trends, extensive reporting is built into Frontline. Your Kelly Education team is here to help your district get what they need from these reports when you need them.

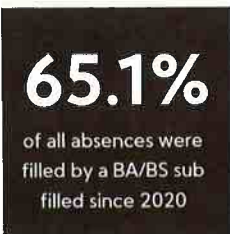
The following is a high-level overview of the reports that are available on-demand:

- **Daily Report:** The Daily Report is the most widely used report in Frontline. This report lists all absence information for a specific day shown in three sections: Unfilled, Filled, and Substitute Not Needed absences. The report can be run for any day of your choosing and can be filtered by several different options.
- **Day of the Week Absence Analysis:** This report shows a graphical representation of absence reasons used on each day of the week. The report can be run for a date range up to 92 days for all employees and up to 365 days for an individual employee. The report can be filtered by: Type (Absence or Vacancy), Employee Name, Vacancy Profile Name, Location, or Employee Type.



88,151

absences filled by subs with BA/BS



- **Absentee Report:** This report has the same information as the Daily Report, but it allows for a date range to look at trends. The report can be filtered by: School, Type (Absence and/or Vacancy), Employee Name, Absence Reason, and Employee Type.
- **Absence Approval Status:** In this report you can view absences that require approval for a specific date range and their status. You can filter the report by: Location, Employee Name, Absence Reason, and Status.
- **Absence Call History:** While viewing an absence, the Call History tab allows you to view which substitute educators were called by absence management, which substitute educators called into absence management, and the outcome of those calls for a specific absence.
- **Absence Monthly Summary Report:** This report shows a monthly calendar showing the absence stats on each day. At the top of the report, simply choose the month and year you would like to view. Weekly totals are shown at the bottom of the report. This report can be filtered by: Location, Employee Type, and Type (Absences or Vacancies).
- **Substitute Sign-in:** This report is designed to be a sign in sheet for the substitute educators, including blank lines for their signatures. This report shows what substitute educators will be coming in and what absence they are filling. The report can be filtered by: Location, Absence/Vacancy, Employee Name, Absence Reason Type, Employee Type, and Date.
- **Absence Interactive Report:** Information and statistics from our scheduling system that you can pull for a requested date range (up to 365 days). This powerful report offers users multiple options to sort/group data based on your needs and can be downloaded for further analysis.
- **Employee Staff List:** This report provides the list of employees in the absence management system. The report is grouped by employee type at each school, and each grouping ends with school statistics including the total number of employees and the number of itinerant employees. Information includes: Name, Title, System Identifier, and Need for Substitute. It also provides phone number (Login ID) and PIN. The report can be filtered by: School, Type (Employee or Vacancy Profile), Employee Types, and Active or Inactive Employees.
- **School Call History:** This report allows you to see who absence management is calling within your schools.
- **Timesheet Summary Report:** This report allows you to view Substitute Timesheets that Kelly Education employees have submitted. This report allows you to filter on: Date Range, Absences/Vacancies, Schools, Employees, Substitutes, and Status of Timesheet.
- **Report Writer:** Report Writer provides you the ability to run provisional and customizable published reports within Frontline.
- **School Settings Tabs:** In this section, you can view your school's General Information (address, phone number, etc.), Time Settings (start time, half day am end time, half day pm start time, end time), Preferred Substitutes, Excluded Substitutes, and any Shared Files.





Power BI Reporting

Kelly Education also offers unparalleled insight into your absence data. In addition to the reporting capabilities of Frontline, we can also create real-time, entirely customized reporting on demand through Power BI, a data visualization platform.

Power BI technology is used to unify data from our diverse practice areas and scheduling systems into a powerful, interactive reporting tool. We dive deep into volume and fill rate statistics using a variety of custom dashboards. Using our Power BI system, we can break down your data in the ways that are most useful to you.

All the report listed here can be available upon request to the District through our Power BI technology:

School Year

- Snapshot
- Absence vs Vacancy
- DIY Fill Rate
- Fill Rate Matrix

Year Over Year

- Lead Time
- Position
- Volatility
- Week by Week
- Snapshot
- Absence vs Vacancy
- Fill Rate Matrix
- Lead Time
- Performance
- Position
- Volatility

We are pleased to work with you to find additional ways we can build and provide reports in Frontline and Power BI to ensure you are getting the information you need. We believe that data is key to moving the District forward and have invested in our technology at every opportunity to make sure we are ready to support you.

Kelly Education has engaged a wide array of digital and technical solutions, all centered around Power BI, to provide you with our industry's most robust, most detailed data insights.

The Kelly Education technology ecosystem.
 Our technology ecosystem provides best-in-class, third-party vendors coupled with proprietary technology to provide real-time reporting and data that aids decision making.

Kelly Education

Our proprietary data warehouse.



Analytics | Data | & Analytics



Additional Information

Proposer shall describe any unique approach or methodologies for any administrative and management approach to providing requested services to CCDS or any other additional information that may be of interest to CCDS on the firm's approach to the project.

Kelly Education is CCDS's number one source of full-time teachers.

Nothing is more evident of the value that a partnership between Kelly Education and CCDS brings than the fact that Kelly Education continues to provide a valuable, trained pipeline of exceptional teachers to CCDS. Since 2018, over 250 substitutes have been hired for full-time openings by the District, and this was at **no cost to CCDS**.

Here are just two of the exceptional Kelly Education Substitutes hired on by CCDS:



Sean LaBeris
Environmental Science and
Chemistry
Oakleaf High School

Sean LaBeris – Sean was hired by Kelly Education in August of 2022 as a teacher assistant. He was working on finishing his last classes for his bachelor's degree and working on his teacher certification. He was hired by CCDS in September 2022 as a teacher assistant and transitioned to classroom teacher. He currently teaches Environmental Science and Chemistry at Oakleaf High School.



Sean working behind the scenes for students at Oakleaf High School.



George Werner
9th & 10th Grade
Language Arts
Oakleaf High School

George Werner – George was hired by Kelly Education in February 2023. He was an educator in Arizona and was looking to get into the Clay County District full time. While he was working on getting his Florida teacher license, he worked as a substitute for Kelly Education until he was hired on with CCDS in August 2023. He currently teaches 9th & 10th grade Language Arts at Oakleaf High School.



George celebrating with CCDS colleagues at a school event.



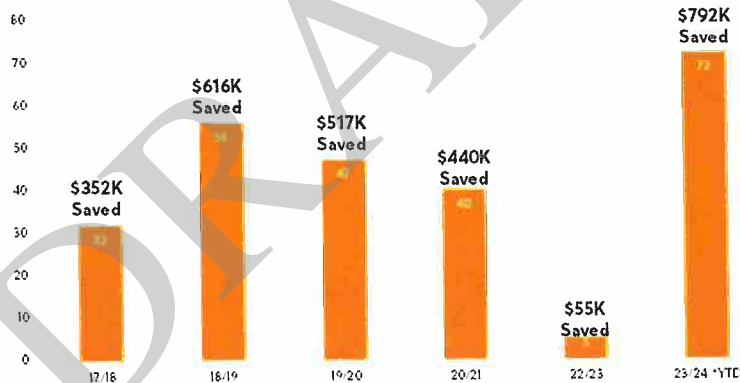
Creating Real Value for CCDS

When you look at the costs of recruiting qualified teachers in today's environment, there is no doubt of the direct dollar value created for CCDS through a partnership with Kelly Education. By taking on all recruiting activities for the substitute teachers who were ultimately hired on by the District, **we generated more than \$2.7 million in recruitment cost savings since 2018 for CCDS.**

We are committed to continuing to offer this huge benefit to the District. We will not charge any placement fees should CCDS desire to hire an assigned employee to work in a full-time or part-time employment position with your District.

More than \$2.7M in recruitment cost savings.

Since 2018, CCDS has hired more than 250 Kelly Education employees. Our high-quality substitute teachers are a proven pipeline for filling CCDS's full-time teacher vacancies.



*Recruitment costs calculated using estimated median costs from the Florida Education Association (\$11,000).

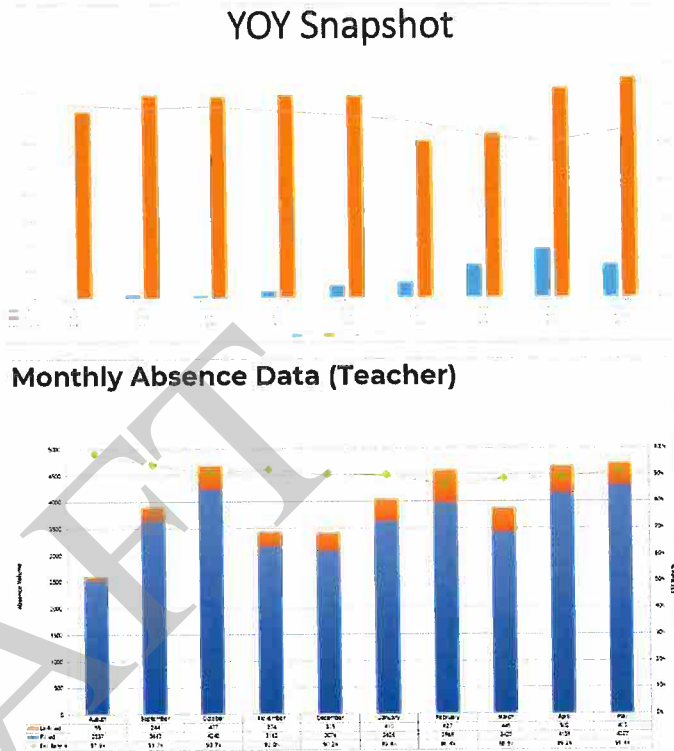




Partnership Reviews: Sharing metrics and ideas on how to keep CCDS moving forward

Sharing the responsibility for education means that our teams must always have open and regular communication to remain aligned as partners. Our partnership reviews provide a face-to-face forum to review mutual expectations, discuss performance, exchange information, share data and trends, and prepare for the future. These meetings are typically held each semester and include key stakeholders from both the CCDS and Kelly Education. We work with you before the meeting to define a meaningful agenda based on the current state of the program and the District.

These meetings are vital to ensuring we are always evolving our service solutions to match your needs. We cover a breadth and depth of data and analysis that helps the District in making strategic decisions for the future. Our partnership reviews are comprehensive and contain a battery of reports (some of these are seen above) presenting the data in a variety of ways. We drill down into the data to provide information on specific schools, job titles, learning communities, top 15 users, days of the week, and absence reasons to name a few. Periodically, the District will request data for a specific need and we are proud of our response time and quality of reporting to CCDS.



Sample reporting for CCDS, available on demand.

The Kelly Listening Program



In addition to this formal review process, Kelly Education surveys our clients to get feedback on how we're doing. Your building principals may be included in that process, known as the **Kelly Listening Program**. Using a third-party vendor, to ensure confidentiality and get the most unbiased results, we survey everyday Kelly Education users to find out if you're happy with our work, as well as whether you're happy enough that you'd recommend us to a colleague or friend.

Outside of these formal processes to check in with our CCDS stakeholders, we welcome your comments, feedback, and questions at any time. Having a dedicated team that focuses entirely on supporting CCDS means we can address your needs in real-time. We are always glad to meet with you and talk about opportunities to grow and improve.





Section 5: Implementation and Program for CCDS

One of the biggest benefits of continuing the partnership between CCDS and Kelly Education is that, as your incumbent staffing partner, we have already implemented our substitute staffing services solution for your district. **We are ready to take your program forward on Day 1 of the contract period with no additional cost to you.**

Throughout our partnership, we have gained a keen understanding of the operations of your district. We have a dedicated Account Manager in place supported by our local team. We can and will continue to improve our service to you – today, tomorrow, and beyond.

The benefits of staying with Kelly Education.



Experience no disruption in service.



Keep 100% of your existing talent pool.



Preserve existing relationships.



Avoid costly software integrations.



Retain current systems and data.



Focus on what matters—staff and students.

Staying with a partner that knows and loves your district.

District Stability

Trusted Team

Increased Productivity

Kelly Education is positioned to take CCDS forward with:

- **No disruption** to your district: stability for your HR department, employees, and teachers.
- **No retraining:** processes are in place and your staff knows what they need to do.
- **No rework:** spend your valuable time refining to achieve even better results, not re-implementing, redeveloping, relearning, and costly reprogramming of software integrations.
- **No loss of productivity:** successful procedures are in place to keep everyone focused on what matters – the students.
- **No rebuilding relationships:** our partnership is already a collaborative extension of your team.



Of course, the fact that we are already partnering with CCDS **doesn't mean we can't make any changes** you need for the future. As new opportunities emerge to better meet the District's needs, **Kelly Education is ready to make any changes to our service model in real time.** Our team will continue to get feedback, ask questions, have open conversations, and refine our solution to address your concerns.

Kelly Education is committed to CCDS and your goals for student education. We have the expertise – in staffing and in your district – to move your program forward with an experienced team, focused on providing the right substitutes, at the right time, with the right skills.

DRAFT





Required Documents

In this section, we provide the following required documents:

- **REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM**
- **SPECIAL CONDITIONS**
- **SIGNED ADDENDA 1, 2, AND 3**
- **EDGAR CERTIFICATION**
- **CERTIFICATION REGARDING DEBARMENT, SUSPENSION**
- **DRUG-FREE WORKPLACE CERTIFICATION**
- **NON-COLLUSION AFFADAVIT**
- **DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST**
- **BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS**

DRAFT





SUBMIT RFP TO:
**SCHOOL BOARD OF CLAY COUNTY
 PURCHASING DEPARTMENT**

800 Center Street
 Green Cove Springs, Florida 32043

REQUEST FOR PROPOSAL

Acknowledgement Form

Page 1 of 33 Pages	RFP WILL BE OPENED AT: 2:00 P.M., February 7, 2024 and may not be withdrawn within 90 days after such date and time.	RFP NO. 23-BA-130
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POSTING TIME & DATE 1:00 P.M. November 30, 2023	PURCHASING DEPARTMENT REPRESENTATIVE Shelly Vongchanta, Coordinator of Purchasing Email: shelly.vongchanta@myoneclay.net	RFP TITLE TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES
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VENDOR NAME Kelly Services, Inc.	<p>"NO RFP" REASON FOR NOT SUBMITTING RFP</p> <p>To qualify as a respondent, bidder shall submit only this bidder acknowledgement form and it shall be received no later than the stated RFP opening date and hour.</p> <p><i>Cheryl Courier</i> _____ AUTHORIZED SIGNATURE (MANUAL)</p> <p>Cheryl Courier _____ AUTHORIZED SIGNATURE (TYPED or PRINTED)</p> <p>Vice President and South Practice Lead, Kelly Education _____ TITLE</p>
VENDOR MAILING ADDRESS 999 Big Beaver Road	
CITY-STATE-ZIP Troy, MI 48084	
TELEPHONE NUMBER: (407) 766.8825	
FAX NUMBER: (248) 244-5440	
EMAIL ADDRESS: cheryl.courier@kellyservices.com	

I hereby certify that I am submitting the following information as my firm's (Bidder) RFP and am authorized by Vendor/Contractor/Bidder to do so. Bidder agrees to complete and unconditional acceptance of the contents of all pages in this Request For Proposal (RFP), and all appendices and the contents of any Addenda released hereto; Bidder agrees to be bound to any and all specifications, terms, conditions contained in RFP, and any released Addenda and understand that the following are requirements of RFP and failure to comply will result in disqualification of RFP submitted; Bidder certifies this offer is made without prior understanding, agreement, or connection with any corporation, firm, business entity or person submitting an offer for the same materials, supplies, equipment, or services(s), and is in all respects fair and without collusion or fraud. Bidder acknowledges that all information contained herein is part of the public record as defined by State of Florida Sunshine and Public Records Laws; all responses, data and information contained in this RFP are true and accurate.

SEALED RFP: All RFP sheets, requested documents, and this acknowledgement form must be executed and submitted in a sealed envelope. (DO NOT INCLUDE MORE THAN ONE PROPOSAL PER ENVELOPE.) The face of the envelope shall contain, in addition to the above address, the RFP number, date and time of the RFP opening and the company name. All RFPs are subject to the conditions specified herein. Those which do not comply with these conditions are subject to RFP being considered Non-Responsive.

<p>SIGNATURE REQUIRED CHECKLIST:</p> <p>Documents shall be submitted with RFP</p> <p><input checked="" type="checkbox"/> REQUEST FOR PROPOSAL ACKNOWLEDGEMENT FORM (Page 1)</p> <p><input checked="" type="checkbox"/> SPECIAL CONDITIONS (Page 10)</p> <p><input checked="" type="checkbox"/> PRICING TABLES (Page 24)</p> <p><input checked="" type="checkbox"/> EDGAR CERTIFICATION (Page 27)</p> <p><input checked="" type="checkbox"/> CERTIFICATION REGARDING DEBARMENT, SUSPENSION (Page 28)</p> <p><input checked="" type="checkbox"/> DRUG-FREE WORKPLACE CERTIFICATION (Page 29)</p> <p><input checked="" type="checkbox"/> NON-COLLUSION AFFADAVIT (Page 30)</p> <p><input checked="" type="checkbox"/> DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST (Page 31)</p> <p><input checked="" type="checkbox"/> BIDDER'S STATEMENT PRINCIPAL PLACE BUSINESS (Page 32)</p>	<p>SUBMITTAL REQUIRED CHECKLIST:</p> <p>Documents submitted with RFP.</p> <p><input checked="" type="checkbox"/> APPLICANT STATEMENT-BACKGROUND INFORMATION (Page 33)</p>
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SPECIAL CONDITIONS

The School Board of Clay County ("SBCC" or "District") is seeking proposals from qualified Contractor(s) for **TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES**. This Request for Proposal ("RFP") is intended to provide temporary staffing services for substitute teachers, cafeteria workers, and other various positions within the District as specified in the Scope of Work, on an as needed basis. The target timeframe to initiate temporary staffing services is July 1, 2024.

Qualified Contractors desiring to provide the required services must submit one (1) ORIGINAL hardcopy labeled as such on the cover, and seven (7) copies, totaling eight (8) proposal packages, submitted in a sealed package clearly marked on the outside: **"RFP 23-BA-130 TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES"** to SBCC Purchasing Department at 800 Center Street, Green Cove Springs, Florida 32043 before the time and date listed on RFP Acknowledgement Form.

It is the intent of the SBCC, if successful with contract negotiations, to enter into a written service contract for Temporary Substitute and Other Staffing Services for an initial five (5) year period with an option to renew for one additional five (5) year contract period upon mutual agreement by all parties, in writing.

A Proposal Committee shall review the proposals received in response to this RFP and make a recommendation to the Board for the selection of the awarded contractor. The Proposal Committee will consist of seven (7) members.

It is anticipated that, in performing their duties, the awarded contractor shall have substantial interaction with the Human Resources Department. This interaction shall include, but not be limited to; reviewing and modifying the scope of services, evaluating and discussing performance of contractor and corrective actions for performance deficiencies, and any other issues as determined by the Human Resources Department.

It is expressly understood that the District's preference/selection of any proposal does not constitute an award of a Contract with the SBCC. It is further expressly understood that no contractual relationship exists with the SBCC until a written Contract has been formally executed by both the SBCC, and the selected contractor.

In the best interest of the School Board, the District reserves the right to reject any and all proposals/offers, with or without cause, to waive informalities, minor irregularities or other requirements in proposals/offers received and/or to accept any portion of the proposal/offer if deemed in the best interest of the District.

The District also reserves the right to request clarification of information from any contractor. Any ex-parte communications initiated by a contractor with any employee of the District other than those personnel specifically identified as contacts in this RFP, or communication with any member of the District may result in immediate disqualification from the RFP process.

The terms and conditions stipulated in this Request for Proposal are those desired by the District and preference will be given to those proposals in full or substantial compliance therewith. Failure of the contractors to provide in its proposal/offer any information requested in the RFP, may result in rejection for non-responsiveness. Failure of the contractors to meet or exceed any stated minimums in the RFP may also result in being rejected for being non-responsible. However, after allowance for any deviations, all proposals may be considered. Contractors are cautioned that restrictive deviations from the desired program must be clearly stated in the Proposal Response.

SPECIAL CONDITIONS

The competence, responsiveness, and responsibility of contractors will be considered in making the award. Contractors are required to submit with their proposal, data in regard to their qualifications as a vendor including experience, and a list of current companies successfully being serviced that are comparable to this request. Please include names, telephone numbers and emails of persons to contact. The contractor declares that the amount and nature of the materials/services to be furnished is understood and that the nature of this proposal is in strict accordance with the conditions set forth and is a part of this proposal, and that there will at no time be a misunderstanding as to the intent of the specifications or conditions to be overcome or pleaded after the proposals are opened.

The SBCC is not responsible for any expenses which contractors may incur in preparing and submitting Proposals. The SBCC will not be liable for any costs incurred by the Contractor in connection with interviews/presentations (i.e., travel, accommodations, etc.). It is expressly understood, no Contractor (whether selected or not) may seek or claim any award and/or re-imbursalment from the SBCC for any expenses, costs, and/or fees (including attorneys' fees) borne by any Contractor, during the entire RFP process. Such expenses, costs, and/or fees (including attorneys' fees) are the sole responsibility of the Contractor.

In the event that a contract/agreement is attached to the RFP, such attached contract/agreement is for discussion purposes only, and not necessarily reflective of any Contract that may be ultimately entered into by the SBCC. In the event that a contract/agreement is not attached to the RFP, it is expressly understood that the SBCC preference/selection of any proposal does not constitute an award of a contract/agreement with the SBCC. It is anticipated that subsequent to the SBCC preference/selection of any proposal, contract negotiations will follow between the SBCC and the selected Contractor. It is further expressly understood that no contractual relationship exists with the SBCC until a contract has been executed in writing by both the SBCC, and the selected Contractor. The SBCC reserves the right to delete, add to, or modify one or more components of the selected contractor's proposal, in order to accommodate changed or evolving circumstances that the SBCC may have encountered, since the issuance of the RFP. By submitting a proposal, a contractor agrees to be bound by these terms and provisions of the RFP.

In order to be considered for evaluation, the proposers shall demonstrate sufficient capacity, resources and experience to provide temporary substitute and other staffing services as required by the District, and as specified in this RFP. Any proposer that fails to meet the following minimum criteria as defined in this RFP shall be noted as "nonresponsive and/or nonresponsible" and will not be evaluated/scored.

At a minimum, each proposer shall provide sufficient documentation to verify that:

1. The contractor has successfully provided temporary substitute and other staffing services for large organizations with multiple employees within the immediate past four (4) years, and those organizations will be included in the required references.
2. The firm can comply with the SBCC insurance requirements.

PUBLIC RECORDS

Subject to the limited confidentiality afforded pending competitive solicitation by Florida Statute 119.071, this RFP and all Bids are public records subject to disclosure pursuant to the Florida Public Records Law. Requests for tabulations and other records pertinent to the competitive solicitation shall be processed in accordance with the Florida Public Records Law. By submitting a Proposal, Proposers will be deemed to have waived any claim of confidentiality based on trade secrets, proprietary rights, or otherwise.

SPECIAL CONDITIONS

Florida Statute 119.0701 requires the Contractor to comply with Florida's public records laws with respect to services performed on behalf of the School District. Specifically, the Statute requires that the Contractor:

- a) Keep and maintain public records required by the School District to perform the service.
- b) Upon request from the School District's custodian of public records, provide the School District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 of the Florida Statutes or as otherwise provided by law.
- c) Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the School District.
- d) Upon completion of the contract, transfer, at no cost, to the School District all public records in possession of the Contractor or keep and maintain public records required by the School District to perform the service. If the Contractor transfers all public records to the School District upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School District, upon request from the School District's custodian of public records, in a format that is compatible with the information technology systems of the School District.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE DISTRICT RECORDS OFFICE AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043, PHONE (904) 336-6500, or by email at: PRR@myoneclay.net. The Public Records Request Procedure form is available online at <https://ccds.myoneclay.net/about-us/public-records-request>

CONTRACTOR'S AND SUB-CONTRACTOR'S INSURANCE

Contractor shall take out and maintain all insurance policies required below with companies authorized to do business under the laws of the State of FL. and satisfactory to the School Board. **The awarded Contractor SHALL ensure that any sub-contractor they use maintain the same level of insurance coverage.**

Insurer shall be rated A- with an FSC V or better in the current AM Best Guide through the life of the contract to include any renewal periods. ***Insurance certificate(s) reflecting the required coverages shall be submitted to the School Board Purchasing Department prior to any work being performed under this Contract. Certificate(s) shall be submitted directly from Contractor's Insurance Agent and Mark All Certificates Attn: SBCC Purchasing Department, as Certificate Holder (with 30 day Notice of Cancellation or Change in Coverage) and list SBCC as Additional Insured.***

SPECIAL CONDITIONS

COMPREHENSIVE GENERAL LIABILITY AND PROPERTY DAMAGE INSURANCE

Including Premises Operation, Independent Contractor's Protective, Products and Completed Operation Board Form, Contractual Liability in at least the following amounts and coverages:

Bodily Injury

- Each Occurrence \$1,000,000.00
- Annual Aggregate \$2,000,000.00

Property Damage

- Each Occurrence \$1,000,000.00
- Annual Aggregate \$2,000,000.00

Personal Injury

- Annual Aggregate \$1,000,000.00

- Completed Operations and Products Liability shall be maintained for one (1) year after final payment

WORKERS' COMPENSATION INSURANCE: Contractor is responsible for assuring that valid Worker's Compensation Insurance as required by Chapter 440, Florida Statutes is maintained for all of their employees and sub-contractors employed at the site of the project. Such insurance shall comply fully with the Florida Worker's Compensation Law. In case any class of employees engaged in hazardous work under this Contract at the site of the project is not protected under the Workers' Compensation Statute the Contractor shall provide adequate insurance satisfactory to the Owner, for protection of his employees not otherwise protected. School Board shall accept an approved NOTICE OF ELECTION TO BE EXEMPT FROM THE PROVISIONS OF THE FLORIDA WORKERS' COMPENSATION LAW Certificate.

State

- Statutory

Employer's Liability

- Per Accident \$100,000.00
- Disease, Policy Limit \$500,000.00
- Disease, Each Employee \$100,000.00

AUTOMOBILE INSURANCE: Including all owned, non-owned and hired vehicles used in connection with the work in at least the following amounts and coverage's:

Bodily Injury

- Each Person \$1,000,000.00
- Each Occurrence \$1,000,000.00

Property Damage

- Each Occurrence \$1,000,000.00

- Each Accident – Single Limit – Bodily Injury and Property Damage combined one million dollars (\$1,000,000.00)

NO PAYMENTS will be made until approved Insurance Certificate is received by SBCC.

Funding for this RFP may be provided in whole or in part by one or more Government funding agencies (Federal, State, Local). As a result, Contractor shall comply with applicable Laws, Regulations, Executive Orders, and Governmental Agency Rules and Policies included but not limited to Florida Department of Education (DMS, SREF); Florida Statutes Chapter 287, 489; Code of Federal Regulations Titles: 2 - Grants and Agreements (2 C.F.R. §200), Title 7 - Agriculture (NSLP), Title 34 - Education (EDGAR, FERPA), Title 44 - Emergency Management and Assistance (FEMA); U.S. Code Titles: 20, 31, 40, 41.

NOTE: The successful Contractors shall not assign, transfer, convey, sublet, or otherwise dispose of this contract, or of any or all rights, title or interest herein, or their power to execute such contract to any person, company or corporation without prior written consent of the School Board. The successful Contractors have the sole and exclusive responsibility for furnishing services in accordance with this contract. The successful Contractor obligations cannot be delegated.

SPECIAL CONDITIONS

RFPs must be submitted with all required documents to include completed Attachments/Exhibits. Proposers may use an attachment if sufficient space is not available on the original form for the bidder to enter a complete response. Any modifications or alterations to the original RFP documents by the bidder, whether intentional or otherwise, may constitute grounds for rejection of an RFP. Any such modifications or alterations that a Contractor wishes to propose must be clearly stated in the Contractor's proposal response. Prior to submitting an RFP, it is the sole responsibility of Proposer to ensure that all addenda releases are received, and that all RFP and addenda requirements have been completed and that all required submittals have been included.

Questions on RFP shall be in writing to Shelly Vongchanta, Coordinator of Purchasing, sent via email to shelly.vongchanta@myoneclay.net no later than 2:00 PM on **January 12, 2024**.

Any and all written questions received shall be reviewed, responded to and if deemed necessary an official response shall be issued by the Purchasing Department in the form of an Addendum. This process shall constitute the only official means by which additional information regarding this RFP shall be made available. Additional information acquired by any other means shall not be utilized in the configuration of any bidder's proposal and shall not be considered in the School Board evaluation of proposals submitted and shall be considered inadmissible in proposal dispute proceedings. Bidder's may be disqualified who solicit or receive (even if unsolicited) additional information regarding the RFP by any other means than process described herein.

Any and all Addenda relating to this RFP shall be posted on DemandStar (Demandstar.com) and on the School Board of Clay County Purchasing website (ba.myoneclay.net/purchasing). Prior to submitting an RFP, it is the sole responsibility of the proposer to ensure that all addenda releases are received, and that all bid and addenda requirements have been completed and that all required submittals have been included without regard to how a copy of this RFP was obtained.

NOTE: ALL RFP SHEETS, THAT ARE REQUIRED, MUST BE EXECUTED AND SUBMITTED WITH SEALED PROPOSAL. ALL RFPs ARE SUBJECT TO THE CONDITIONS SPECIFIED HEREIN. THOSE WHICH DO NOT COMPLY WITH THESE CONDITIONS ARE SUBJECT TO REJECTION.

By submitting a proposal, the contractor certifies that the contractor has fully read and understands all General Conditions, Special Conditions, and has full knowledge of the scope, nature, and quality of work to be performed. Contractor certifies that this RFP is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a RFP for the same equipment/service and in all respects is fair and without collusion or fraud. Contractor agrees to abide by all conditions of this RFP and certifies that they are authorized to sign this RFP for the Contractor.



AUTHORIZED SIGNATURE OF PROPOSER **Cheryl Courier**

Kelly Services, Inc. **1/30/2024**

COMPANY NAME **DATE**

ADDENDUM 1



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS

David S. Broskie

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 1 POSTED AT 10:00 A.M., ON DECEMBER 13, 2023

ADDENDUM 1 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: Replace Original RFP page 10 with **ADDENDUM 1 page 10 (attached)**

Note change in red: Questions on RFP shall be in writing to Shelly Vongchanta, Coordinator of Purchasing, sent via email to shelly.vongchanta@myoneclay.net no later than 2:00 PM on **January 12, 2024.**

NOTE: **VENDOR QUESTIONS AND DISTRICT RESPONSES 1-16 on the attached 3 Pages shall be changes or additions to the requirements/conditions and shall be included in your response.**

REMINDER: Proposals are DUE at 2:00 P.M., on February 7, 2024 and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this **ADDENDUM 1 with your proposal**

VENDOR NAME: Kelly Services, Inc.
(Print)

SIGNATURE: 

NAME & TITLE: Cheryl Courier - Vice President and South Practice Lead, Kelly Education
(Print)

Question 1:

What is the final day to submit questions? The RFP lists two separate dates (December 6th and January 12th).

Answer 1:

January 12, 2024 is the final date to submit questions for this RFP. Revised page 10 (attached to this Addendum 1).

Question 2:

- What are the District's current hourly pay rates for the positions listed in the RFP?
- Please share the incumbent vendors current pricing.
- If this is not a new venture, what was the previous costs for these services?
- Please share the list of current vendors providing the services requested in the RFP.

Answer 2:

Please see the current rates from Kelly Services, the sole current vendor providing the services requested in this RFP to the School Board of Clay County, on Exhibit A of this Addendum.

Question 3:

Does this venture require bonding?

Answer 3:

There is no required bond for this RFP.

Question 4:

Are bidders required to have an office in a certain radius?

Answer 4:

No.

Question 5:

- What is the anticipated cost of this venture?
- Can you please provide us with an estimated or NTE budget allocated for this contract?
- What is the estimated budget for the mentioned RFP?

Answer 5:

2023-2024 Budget is \$5.5 Million.

Question 6:

Are vendors required to bid to fill all positions?

Answer 6:

Although not a requirement, it is strongly advised that vendors should show capability of filling all positions to gain a higher evaluation score under the Firm/Staff Qualifications, Pricing, and Scope Specific sections for scoring. Also, all proposers must meet at least the minimum criteria as specified on page 7 of the RFP or their proposal shall be noted as "non-responsive and/or non-responsible" and will not be evaluated/scored.

Question 7:

What is the average duration for a staff being requested?

Answer 7:

Average substitute day is seven (7) hours. Most substitute requests are to work one (1) day.

Question 8:

Could you share the number of substitute teachers currently working those are working on contract basis?

Answer 8:

570

Question 9:

- Are there specific certifications or state registrations required to bid on this venture?
- If a vendor does not have current and previous year's business licenses (2 total) to operate within Clay County, can we provide business licenses for other areas like Greenacres, Palm Beach along with State of FL to do license?

Answer 9:

Please refer to Section 1 starting on page 14 of the RFP for licensure information. A current and previous year's (2 total) "state, municipal, federal or county [business] license" are acceptable.

Question 10:

Could you please share the previous spending on this contract, if any?

Answer 10:

\$6.1 Million

Question 11:

Do we need to submit the actual resumes for proposed candidates or can we submit the sample resumes?

Answer 11:

As stated on page 16 of the RFP, at a minimum "resumes of Key and Administrative personnel" are requested with this RFP.

Question 12:

Are hourly rate ranges acceptable?

Answer 12:

No.

Question 13:

Please provide a copy of the proposal of the previous vendors providing temporary staffing, including rate/cost sheets.

Answer 13:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 14:

Please provide a copy of the proposal of the previous vendors providing temporary staffing, including rate/cost sheets.

Answer 14:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 15:

How many incumbents are going to be hired from each position.

Answer 15:

All positions are on an as-needed basis.

Question 16:

Could you please let us know the length of the contract.

Answer 16:

Contract term is stated on page 6 of the RFP.

**EXHIBIT A
PRICING FOR KELLY EDUCATION**

This Pricing Exhibit A is incorporated and made part of the Agreement for Educational Staffing between Kelly Services, Inc. and The School Board of Clay County, dated 7/25/2023 The pricing in Exhibit A is confidential and proprietary to Kelly.

1. Types of Assignments; Pricing

The Assigned Employees will be assigned to the following positions and at the following rates:

Position	Pay Rate	Pay Type	Markup	Bill Rate
SUBSTITUTE TEACHER (TRANSITIONAL EMERGENCY SUB)	\$12.66	Hourly	1.300	\$ 16.46
SUBSTITUTE TEACHER-AA DEGREE	\$14.00	Hourly	1.300	\$ 18.20
ECE TEACHER AA DEGREE	\$14.00	Hourly	1.400	\$ 19.60
SUBSTITUTE TEACHER-BA DEGREE	\$14.66	Hourly	1.300	\$ 19.06
ECE TEACHER- BA DEGREE	\$14.66	Hourly	1.400	\$ 20.52
SUBSTITUTE TEACHER-MASTER'S DEGREE OR HIGHER	\$16.00	Hourly	1.300	\$ 20.80
ECE TEACHER-MASTER'S DEGREE	\$16.00	Hourly	1.400	\$ 22.40
SUBSTITUTE TEACHER ASSISTANT	\$12.00	Hourly	1.300	\$ 15.60
LONG TERM SUB PAY-(11+ Days, Retro Back to Day 1)	\$20.00	Hourly	1.295	\$ 25.90
LONG TERM SUB TA PAY District Approved Positions Only-(11+Days, Retro Back to Day 1)	\$14.81	Hourly	1.295	\$ 19.18
Building Sub (\$125/day)	\$16.67	Hourly	1.295	\$ 21.59
ECE TEACHER-HS DIPLOMA	\$12.75	Hourly	1.400	\$ 17.85
CUSTODIAN SUBSTITUE	\$12.00	Hourly	1.370	\$ 16.44
CAFETERIA ASSISTANT SUBSTITUTE	\$12.00	Hourly	1.370	\$ 16.44

A signed Job Description is required for each position listed.

2. Pricing for Hiring a Kelly Assigned Employee

Customer agrees to pay a placement fee upon hiring the Kelly Assigned Employee to work in full- or part-time position of employment with the Customer. The placement fee is based on days worked. The fee schedule is set forth below.

1 – 90 days worked	Fee Waived
--------------------	------------

Kelly will not charge Customer a placement fee for transition of Customer recruited or transitioned employees.

KELLY SERVICES, INC.

School Board of Clay County

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

**SUPERINTENDENT OF SCHOOLS
David S. Broskie**

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 2 POSTED AT 4:30 P.M., ON JANUARY 22, 2024

ADDENDUM 2 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: PROPOSAL DUE DATE CHANGED TO **FEBRUARY 14, 2024**

FINAL ADDENDUM ISSUED ON **JANUARY 29, 2024**

REMINDER: Proposals are DUE at 2:00 P.M., on February 14, 2024 and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this **ADDENDUM 2 with your proposal**

VENDOR NAME: Kelly Services, Inc.
(Print)

SIGNATURE: *Cheryl Courier*

NAME & TITLE: Cheryl Courier - Vice President and South Practice Lead, Kelly Education
(Print)



**CLAY COUNTY DISTRICT SCHOOLS
PURCHASING AND MATERIAL MANAGEMENT**

800 CENTER STREET, GREEN COVE SPRINGS, FL 32043

P (904) 336-6500 W oneclay.net

SUPERINTENDENT OF SCHOOLS
David S. Broskie

BOARD MEMBERS:

- Erin Skipper, District 1
- Mary Bolla, District 2
- Beth Clark, District 3
- Michele Hanson, District 4
- Ashley Gilhousen, District 5

ADDENDUM 3 POSTED AT 12:00 P.M., ON JANUARY 29, 2024

ADDENDUM 3 FOR RFP #23-BA-130
TEMPORARY SUBSTITUTE AND OTHER STAFFING SERVICES

NOTE: VENDOR QUESTIONS AND DISTRICT RESPONSES 1-31 on the attached 4 Pages shall be changes or additions to the requirements/conditions and shall be included in your response.

REMINDER: Proposals are **DUE at 2:00 P.M., on February 14, 2024** and Proposers should provide best offer with the initial proposal as the District reserves the right to award a contract based on initial Proposal without any further negotiations.

Except as noted above, all other Conditions and Specifications remain unchanged. Include, as part of vendor proposal package an executed copy of this Addendum.

Sign and return this ADDENDUM 3 with your proposal

VENDOR NAME: Kelly Services, Inc. (Print)

SIGNATURE: *Cheryl Courier*

NAME & TITLE: Cheryl Courier - Vice President and South Practice Lead, Kelly Education (Print)

Question 1:

Would you consider virtual teachers for this RFP to fill long term sub positions?

Answer 1:

No, we will not consider virtual teachers at this time.

Question 2:

Can the District please clarify how needs for vendor supplied contractors will be disseminated to awardees post award?

Answer 2:

The awarded vendor would supply software to facilitate requests.

Question 3:

Can the District please provide a detailed explanation for how points will be awarded for the pricing section of this solicitation (i.e. lowest bill rate receives maximum points, and next lowest vendor receives a prorated amount; lowest bill rate receives maximum points, and the next lowest vendor receives a predetermined amount of points)?

Answer 3:

Point allocations for all sections will be at the discretion of the person(s) on the evaluation committee.

Question 4:

When is the estimated contract award date, and how will the District communicate award status to vendors?

Answer 4:

All estimated dates can be found under "Timetable" on page 13 of the RFP. The district will notify the vendor recommended for award via email and US mail. No other notifications will be sent, but emails and phone calls are welcome from all vendors.

Question 5:

How many vendors does the District expect to award a contract to for the services requested in this solicitation?

Answer 5:

The District expects to award one (1) vendor, the highest score, as a result of this RFP.

Question 6:

- Can the District please provide incumbent information and current bill rates for contracts in place for similar services?
- Can you please provide the current pay rates for the positions listed in Appendix 2?

Answer 6:

Please refer to Addendum 1, Exhibit A, of this RFP

Question 7:

Can the District please clarify the maximum weekly allowable hours approved for providers requested in this solicitation?

Answer 7:

37.5 hours per week (for a long-term substitute)

Question 8:

Can the District please provide the total amount of billing, broken down by vendor and classification, for all vendor supplied Teachers, Food Service Workers, Custodians and Teacher Assistants utilized during the 2022-23 school year?

Answer 8:

This information may be obtained by initiating a public records request as specified on page 8 of the RFP.

Question 9:

What is the average caseload for the providers requested in this solicitation?

Answer 9:

Providers do not have a "caseload" as requests are on an as-needed basis.

Question 10:

- Can the District please provide the total amount of full-time, vendor supplied (Teachers, Food Service Workers, Custodians, and Teacher Assistants) utilized during the 2022-23 school year?
- By position type, how many absences requiring a substitute were requested during the 2022-2023 school year and how many of those absences were filled?

Answer 10:

Position	Total Absence	Total Filled
Teacher	38,662	35,097
Teacher Assistant	9,501	6,634
Food Service	488	488
Custodial	164	164

Question 11:

Can the District please describe the supplies and materials that contracted providers will have access to at the District?

Answer 11:

The contracted providers will typically have access to basic classroom materials/supplies, any lesson plans from the teacher, and limited access to computer use. Each provider will have to check with the location they are working at time of service.

Question 12:

What travels between schools is expected for these providers?

Answer 12:

The District does not have any travels between schools expectations. Substitutes take a position at a particular school campus and do not change schools during the school day.

Question 3:

What is the expected amount of full-time, vendor supplied (Teachers, Food Service Workers, Custodians, and Teacher Assistants) needed during the 2023-24 SY?

Answer 13:

The expectation is that the vendor will fulfill 96% of classroom teacher requests and 90% of food service workers, custodians and teacher assistants.

Question 14:

Will the District accept digital proposal submissions?

Answer 14:

Not at this time.

Question 15:

Will the District accept contract exceptions?

Answer 15:

Contract exceptions may be considered on a case-by-case basis, and approval of such exceptions shall be at the sole discretion of the District.

Question 16:

What is the District's expectation of the vendor in regards to supervision?

Answer 16:

The vendor should allow principals at the schools to hold immediate supervision rights and be allowed to request for a substitute to not return to their campus. HR expects the vendor to communicate all allegations to the Human Resources Director of Instructional Personnel for review.

Question 17:

Is the District open to alternative bid submissions about other available offerings.

Answer 17:

These may be looked at on a case-by-case basis, at the sole discretion of the District.

Question 18:

Is the District open to an MSP or Workforce Solution?

Answer 18:

Yes.

Question 19:

Which policies does the client require the Vendor to name them as an additional insured under?

Answer 19:

All required insurance policies are specified on pages 8-9 of the RFP. SBCC shall be named as additional insured for all specified insurance.

Question 20:

How much was the 2022-2023 school year expenditure for this service with your current provider?

Answer 20:

Please see Addendum 1, Question 10.

Question 21:

Can the District confirm if the Teachers needed are all ESE, or Gen Ed, or a mix of both.

Answer 21:

Mix of both.

Question 22:

By position type, how many absences requiring a substitute were requested from July 1, 2023 through December 31, 2023 and how many of those absences were filled?

Answer 22:

Position	Total Absence	Total Filled
Teacher	20,960	18,240
Teacher Assistant	3,308	1,902
Food Service	30	30
Custodial	254	162

Question 23:

Approximately how many substitutes are currently requested daily?

Answer 23:

More than 100

Question 24:

How many Teacher vacancies does the District currently have?

Answer 24:

The District has 46 current classroom Teacher vacancies.

Question 25:

How many substitute teacher requests were moved to "no sub needed" status during the 2022-2023 school year?

Answer 25:

This information is not readily available.

Question 26:

Are absences/fills resulting from your vacancies included in your absentee management software system and counted toward your substitute placement total?

Answer 26:

Yes.

Question 27:

Can the District please clarify what the difference is from a Substitute Teacher and a Building Substitute Teacher?

Answer 27:

A Substitute Teacher fills the role of a classroom teacher for a specific teacher that is out for the day. A Building Substitute Teacher commits to coming on campus every day and fills in at the school wherever needed, not for a specific teacher.

Question 28:

Can you please provide a list of your 20 hardest-to-fill school locations?

Answer 28:

1	Elevation Academy
2	Plantation Oaks Elementary
3	Oakleaf Village Elementary
4	Lakeside Elementary
5	Bannerman Learning Center
6	Lake Asbury Elementary
7	Grove Park Elementary
8	Orange Park Junior High
9	Oakleaf High
10	Argyle Elementary
11	Charles E Bennett Elementary
12	Lake Asbury Junior High
13	RideOut Elementary
14	Green Cove Junior High
15	Tynes Elementary
16	Keystone Elementary
17	Coppergate Elementary
18	Swimming Pen Creek Elementary
19	S Bryan Jennings Elementary
20	Clay High

Question 29:

Can you please provide absences, fills and fill rate percentage by school location for the 2022-2023 school year?

Answer 29:

This information is not readily available.

Question 30:

How many certified teachers at each school locations?

Answer 30:

High Schools average 100, Junior Highs average 70 and Elementary averages 50-60 certified teachers.

Question 31:

Do you anticipate increasing the pay rates for these positions moving forward? If so, can you please provide the new projected pay rates?

Answer 31:

All pricing requirements/adjustments can be found under "Pricing" on page 17 of the RFP.

ATTACHMENT 1**EDGAR CERTIFICATIONS**

All purchases involving the expenditure of federal funds must be compliant with the Education Department General Administrative Regulations ("EDGAR"). The following certifications and provisions are required and apply when the School Board of Clay County, Florida ("SBCC" "School Board") expends federal funds for any purchase resulting from this procurement process. Pursuant to 2 C.F.R. § 200.326, all contracts, including small purchases, awarded by the District shall contain the procurement provisions of Appendix II to Part 200, as applicable.

**REQUIRED CONTRACT PROVISIONS FOR NON-FEDERAL ENTITY CONTRACTS UNDER FEDERAL AWARDS
APPENDIX II to C.F.R. PART 200**

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

Pursuant to Federal Rule (A) above, when School Board expends federal funds, School Board reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

Pursuant to Federal Rule (B) above, for all contracts involving Federal funds in excess of \$10,000, School Board reserves the right to terminate the contract (i) for convenience, and/or (ii) for cause by issuing a certified notice to the vendor.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

Pursuant to Federal Rule (C) above, when School Board expends federal funds on any federally assisted construction contract, the equal opportunity clause is incorporated by reference herein.

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland "Anti-Kickback" Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

Pursuant to Federal Rule (D) above, when School Board expends federal funds during the term of an award for all contracts and subgrants for construction or repair, Vendor will be in compliance with all applicable Davis-Bacon Act provisions.

EDGAR CERTIFICATIONS (continued)

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Pursuant to Federal Rule (E) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of the Contract Work Hours and Safety Standards Act during the term of an award resulting from this procurement process.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (F) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (F) during the term of an award resulting from this procurement process.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (G) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (G) during the term of an award resulting from this procurement process.

(H) Energy Policy and Conservation Act (2 CFR §910.120, 10 CFR §600.236). Vendor agrees to comply with the mandatory standards and policies relating to energy efficiency contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act.

Pursuant to Federal Rule (H) above, when federal funds are expended by School Board, Vendor certifies that Vendor will be in compliance with all applicable provisions of Federal Rule (H) during the term of an award resulting from this procurement process.

(I) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (I) above, when federal funds are expended by School Board, Vendor certifies that during the term of an award resulting from this procurement process, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

(J) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.

EDGAR CERTIFICATIONS (continued)

Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (J) above, Vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The Vendor further certifies that: (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding 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 to any person for influencing or attempting to influence an officer or employee of any agency, 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 covered subawards in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

RECORDS ACCESS AND RETENTION


Records Access (34 CFR 80.36 (i)(10): All vendors, contracts and subcontractors shall give access to the SBCC, the appropriate Federal agency, the Comptroller General of the United States, or any of their duly authorized representative to any books, documents, papers, and records of the vendor which are directly pertinent to this specific bid/contract for the purpose of making audit, examination, excerpts and transcriptions.

Records Retention (2 C.F.R. § 200.333): Financial records, supporting documents, statistical records and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or passthrough entity in the case of a subrecipient.

RECOVERED MATERIALS

Recovered Materials (2 CFR §200.322): Contractor must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

Vendor's Name: Kelly Services, Inc.
Signature of Authorized Representative: 
Print Name of Authorized Representative: Cheryl Courier

ATTACHMENT 2

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.


Instructions for Certification:

1. The prospective lower tier participant certifies, by submission of this proposal that neither it nor its principals are:
 - (a) presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
 - (b) have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in performing a public (federal, state or local) transaction or contract under a public transaction; or for 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 indicted for or otherwise criminally or civilly charged by a government entity (federal, state or local) with commission of the offenses enumerated in this certification; or
 - (d) have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Bidder: Kelly Services, Inc.

Cheryl Courier
Printed Name

Vice President and South Practice Lead, Kelly Education
Title of Authorized Representative

Signature: 

Date: 1/30/2024

ATTACHMENT 3
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, F.S. as follows:

Preference to businesses with drug-free workplace programs - Whenever two or more bids, proposals, or replies that are equal with respect to price, quality, and service, are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid, proposal, or reply received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tied bids, proposal, or replies shall be followed if none of the tied vendor has a drug-free workplace program. In order to have a drug-free workplace program, 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 of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, 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.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

CONTRACTOR NAME: Kelly Services, Inc.

AUTHORIZED CONTRACTOR REPRESENTATIVE SIGNATURE:

Cheryl Courier
(Printed Name)

Cheryl Courier
(Signature)

Vice President and South Practice Lead, Kelly Education
(Title)

1/30/2024
(Date)

ATTACHMENT 4
NON-COLLUSION AFFIDAVIT

State of FLORIDA)
County of CLAY)

My name is (INSERT NAME Cheryl Courier). 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 Kelly Services, Inc.) its affiliates, subsidiaries, officers, directors, employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding, proposing or offering on any public contract, except as follows:

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

CONTRACTOR NAME: Kelly Services, Inc.

AUTHORIZED CONTACTOR REPRESENTATIVE SIGNATURE:

Cheryl Courier
(Printed Name)

Cheryl Courier
(Signature)

Vice President and South Practice Lead, Kelly Education 1/30/2024
(Title) (Date)

ATTACHMENT 5
DISCLOSURE OF POTENTIAL CONFLICT OF INTEREST AND
CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

Section 112.313 (3) and (7), Florida Statutes, sets forth restrictions on the ability of SBCC employees acting in a private capacity to rent, lease, or sell any realty, goods or services to SBCC. It also places restrictions on SBCC employees concerning outside employment or contractual relationships with any business entity which is doing business with SBCC.

Bidder must disclose in its Bid, the names of any employees who are employed by Bidder who are also an employees of SBCC. Persons identified below may have obligations and restrictions applicable to them under Chapter 112, Florida Statutes.

Name of Bidder's Employee	SBCC Title or Position of Bidder's Employee	SBCC Department/ School of Bidder's Employee
_____	_____	_____
_____	_____	_____
_____	_____	_____

Check one of the following and sign:

I hereby affirm that there are no known persons employed by Bidder who are also an employee of SBCC.

I hereby affirm that all known persons who are employed by Bidder who are also an employee of SBCC have been identified above.

Cheryl Courier
Signature Cheryl Courier

Kelly Services, Inc.
Company Name

ATTACHMENT 6
BIDDER'S STATEMENT OF PRINCIPAL PLACE OF BUSINESS

(To be completed by each Bidder)

Name of bidder: Kelly Services, Inc.

Identify the state in which the bidder has their principal place of business: Michigan

Identify the political subdivision (outside of Florida) in which bidder has its principal place of business:

City of Troy / County of Oakland

OPINION OF OUT-OF-STATE BIDDER'S ATTORNEY ON BIDDING PREFERENCES

(To be completed by the Attorney for any Out-of-State Bidder)

NOTICE: Section 287.084.(2), Fla. Stat., provides that "A vendor whose principal place of business is outside this state must accompany any written bid, proposal, or reply documents with a written opinion of any attorney at law licensed to practice law in that foreign state, as to the preferences, if any or non, granted by the law of the state [or political subdivision thereof] to its own business entities whose principal places of business are in that foreign state in the letting of any or all public contract." See also: Section 287.084(1), Fla. Stat.

LEGAL OPINION ABOUT STATE BIDDING PREFERENCES

(Please Select One)

The bidder's principal place of business is in the State of Michigan and it is my legal opinion that the laws of that state do not grant a preference in the letting of any or all public contracts to business entities whose principal places of business are in that state.

The bidder's principal place of business is in the State of _____ and it is my legal opinion that the laws of that state grant the following preference(s) in the letting of any public contracts to business entities whose principal places of business are in that state. [Please describe applicable preference(s) and identify applicable state law(s)]

LEGAL OPINION ABOUT POLITICAL SUBDIVISION BIDDING PREFERENCES

(Please Select One)

The bidder's principal place of business is in the political subdivision of Michigan and it is my legal opinion that the laws of that political subdivision do not grant a preference in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision.

The bidder's principal place of business is in the political subdivision of _____ and it is my legal opinion that the laws of that political subdivision grant a preference in the letting of any or all public contracts to business entities whose principal places of business are in the political subdivision. [Please describe applicable preference(s) and identify applicable authority granting the preference(s)]:

Signature of out-of-state bidder's attorney: 

Printed name of out-of-state bidder's attorney: Robert Q. Romanelli

Address of out-of-state bidder's attorney: 999 West Big Beaver Road, Troy, MI 48084

Telephone Number of out-of-state bidder's attorney: 248) 712 - 1669

(E-mail address of out-of-state bidder's attorney: romanro@kellyservices.com

Attorney's states of bar admission: Michigan



Appendices

Please see the following attachments included with our response:

- Appendix 1: Kelly Education Account Team Resumes
- *Appendix 2: Kelly Education Legal Memo
- *Appendix 3: Kelly Education Standard Staffing Agreement
- *Appendix 4: Kelly Education Job Descriptions

* We would be happy to continue working under the terms of the existing agreement between Kelly Education and Clay County District Schools. For your review, we have also included our legal memo, standard staffing agreement, and job descriptions.

DRAFT



Appendix 1: Kelly Education Account Team Resumes

Adam J Lavender

Client Services Lead

Professional Summary

Leverages collective experience in Finance, Insurance, and Management in leading teams with efficiency and productivity in mind. Focuses on the individual growth and advancement of all.

My Educational Beliefs

Our Educational System is the backbone of our communities. Working with Kelly Education allows us to work each day to enhance our Educational Clients' ability to steward our next generations and manage their respective school system effectively and efficiently.

Work Experience

KELLY SERVICES, INC.

OCT 2016 to Current

Client Services Lead – Kelly Education, JUN 2021 to Present

Manage the Client Team across Mississippi, Alabama, Georgia, and Florida daily, assisting our partnered school districts achieve their goals of filling classrooms with substitutes, paraeducators, and aides while also assisting with child nutrition programs, maintenance, and nurse positions. Consult with team members to ensure we are counseling our partnered school districts in absence management and best practice from around the country.

Client Manager – Kelly Education, MAR 2019 to JUN 2021

Managed a portfolio of partnered school districts, assuring we were meeting their needs and expectations daily by filling classrooms with substitutes, paraeducators, and aides while also assisting with child nutrition programs, maintenance, and nurse positions. Counseled our partnered school districts in absence management and best practice from around the country.

District Manager – Kelly Services, OCT 2016 to MAR 2019

Managed three offices across Central Alabama in key markets for Commercial Business and Educational Business (K-12). Conducted outside sales and led a team of successful recruiters in staffing those services, maintaining high goals and expectations.

MANPOWERGROUP NA

MAR 2015 to OCT 2016

Branch Manager

Managed a commercial staffing Branch Office for Manpower, successfully conducting outside sales and leading a recruiting team to meet staffing needs.

HERTZ CORP

JUN 2010 to DEC 2014

City Manager

Managed various Rental Car locations across Alabama and Georgia. Promoted efficiency and productivity into every market, always succeeding with goals set by the company in Revenue and Sales growth YoY.

JOHNSON & JOHNSON INS. BROKERS

SEP 2007 to JAN 2010

Finance Specialist

Managed Premium Finance Business Unit under the name Sunbelt Premium Finance. Consistently grew business YoY at a 50% rate. Conducted outside sales to grow business base by 75% over three years. Also served as company Assistant Manager of Accounting.

GE CAPITAL

APR 2005 to AUG 2007

Financial Field Representative, APR 2005 to AUG 2007

Conducted Floorplan Audits of partnered business and clients. Met face to face with clients daily, ensuring the projection of company assets or payment was received in a timely manner.

REGIONS FINANCIAL CORP

APR 2001 to APR 2005

Financial Operations/Leasing Assistant Manager

Conducted daily audits of new Commercial Leases for entire company ensuring quality and viability of accounts. Reconciled all internal departmental accounts back to the company and assured accuracy of all financial dealings while also handling sales tax reporting to state and local governing bodies.

Education/Certifications

Troy State University, Montgomery, AL
A.S. in Business Administration

Troy State University, Montgomery, AL
B.S. in Business Management

DRAFT

Angela Orvis

CCDS Account Manager

Professional Summary

Enthusiastic and resourceful professional with over 10 years of education and staffing experience.

My Educational Beliefs

As a former educator I know the impact those in the field have on students. I am passionate about this industry because the education of our children is crucial. My position at Kelly allows me to help provide Clay County with the best substitutes possible to fill their classrooms.

Work Experience

KELLY SERVICES, INC.

Oct 2022 to Current

Account Manager

Provides complete managerial oversight and resource management for the Clay County Schools program; Assists in the onboarding process for potential Kelly Education new hires and ensures applicable state/company hiring mandates and requirements are adhered to; Tracks and monitors daily teacher fill-rates; Identifies and addresses client needs; Participates in local hiring events and grassroots efforts to increase substitute pool; and provides onsite training for new Frontline users.

LIBERTY PINES ACADEMY, St. Johns, FL

Aug 2021 to May 2022

Spanish Teacher

PENNSVILLE MIDDLE SCHOOL, Pennsville, NJ

Sept 2020 to June 2021

Spanish Teacher/ESL support

SWEDESBORO-WOOLWICH SCHOOLS, Swedesboro, NJ

Sept 2016 to June 2020

Spanish/World Language Teacher

WEST AVENUE SCHOOL, Bridgeton, NJ

Sept 2014 to June 2016

Authored World Language curriculum which conformed to district standards; Collaborated with staff to create cross curricular lessons that integrated multiple core content area subjects; Designed and executed in person and online lesson plans for students ranging from advanced learners to non-verbal autistic learners; Collected and compiled student data from multiple performance asset sources to demonstrate student growth; Translated for parental meetings and parent teacher conferences.

Education

University of South Florida Tampa, FL

Master's Degree, Reading Education

Salisbury University Salisbury, MD

Bachelor's Degree International Business/Spanish

Certifications

Teacher Certifications: Spanish K-12, Reading K-12

Tina Mosley

Sr. Director, Recruiting and Onboarding

Professional Summary

Well-recognized science teacher before joining the Kelly Education team as a staffing supervisor. Teaching background translated to tremendous added value in training and orientations. Personally driven to professional excellence and highly experienced within the educational system.

My Educational Beliefs

I strongly believe that education, once taught, never expires—it just needs the tools to continue to grow.

Work Experience

KELLY SERVICES, INC.

OCT 2004 to Current

Kelly Education Senior Director, Recruiting and Onboarding, South Education Practice, JUN 2021 to Present
Serve as a critical operations leader for the Kelly Education business and have the overall responsibility and accountability for the recruiting and onboarding functions within the Southeast area/region.

Kelly Education Regional VP, State Leader of FL, FEB 2019 to JUN 2021

Overall responsibility and accountability for the operating results of Florida's geographic scope in the Education Practice.

Kelly Education Staffing Supervisor/Area Manager, OCT 2004 to FEB 2019

Primary point of contact for clients as it pertained to the overall client relationship and service delivery. Managed a highly efficient team including the North Florida call center while maintaining a low turnover rate. Recipient of the 2006 Kelly ACE (Achieving Commercial Excellence) Award.

THE BROACH SCHOOL

AUG 2003 to OCT 2004

Department Science Chair/Teacher

Introduced special outreach programs to department chair in effort to increase institution's interest in community service. Developed both Middle and High School Science Curriculum, Student Advisor Program, and the Honor Code Council.

NORTH BROWARD PREPARATORY SCHOOL

AUG 1998 to JUN 2003

Science Teacher

Collaborated with a team of faculty to develop after-school tutorial program for students in need of extra help. Acknowledged by peers and associates for raising academic efficiency within the science department. Selected for 2001-2002 Faculty Recognition Program and Teacher of the year recipient 1999 to 2002.

Education/Certifications

Central Methodist University, Fayette, MO

B.A. in Biology, Hall of Sponsors Scholarship Recipient

Rachel Garrett

Recruiting Manager

Professional Summary

Innovative in thinking. Creative in approach. Strategic recruiting manager with experience in all areas of the business. Focused on client needs and overall talent experience.

My Educational Beliefs

Education is key to a successful life. As a part of a family of educators, I have seen first-hand the attention and time that goes into caring for children, while fostering a place of learning. I believe that children should not put their education on hold while their teacher is out, but that they should be able to continue learning with a substitute professional.

Work Experience

KELLY SERVICES, INC.

FEB 2020 to Current

Kelly Education Recruiting Manager, SEP 2021 to Present

Direct a team of recruiting professionals to engage candidates for instructional and non-instructional staff within the districts of the states of North Carolina, South Carolina, Tennessee, and Florida. Increase overall fill rate due to original struggle brought in by global pandemic, COVID-19. Due to shortages, also helped increase substitute pool sizes. Work with clients directly and on talent issues, such as payroll, timesheets, and Workers' Compensation/incidents.

Sr. Recruiting Strategist, JUN 2020 to AUG 2021

Built community connections to advance recruiting options within the Pee Dee region of South Carolina (Darlington, Clarendon, Dillon, Marion, Marlboro, Georgetown, and Florence), among others. Designed recruiting strategies to leverage the Kelly brand on social media platforms throughout the region, as well as mentoring other recruiters and sharing strategies throughout the entire Southeast.

Client Manager, FEB 2019 to JUN 2020

Built relationships with school districts in the Pee Dee region and Upstate region of South Carolina (Laurens County, Greenwood County, Dillon County, Marlboro County, Clarendon County), among others. Managed absences and vacancies, substitute fulfillment, and overall fill rates, while working with recruiting and talent teams to assist with the needs of the school districts.

Education/Certifications

Francis Marion University, Florence, SC

B.A. in Psychology with Collaterals in History and Spanish

Adrienne Ortiz

Sr. Recruiting Strategist

Professional Summary

Enthusiastic and resourceful recruitment professional with over 5 years of education and staffing experience.

My Educational Beliefs

There is extreme value in partnering with our school districts to help find qualified educators who help shape the future of our children. I love representing Kelly Education and our district partners in our communities to reach out to passionate and caring educators who are seeking to make a difference.

Work Experience

KELLY SERVICES, INC.

Sept 2015 to Current

Kelly Education Sr. Recruiting Strategist

Facilitates onboarding sessions and site tours. Helps support multiple locations for customers and their needs. Schedules onboarding and hiring events. Helps with preparation for new hire orientation and conducts orientations. Manages the full cycle process for all candidates from offer to start date. Processes hiring paperwork, resolves any issues and manages employees and clients.

Education/Certifications

- ClassSmarts Training
- I-9 Compliance
- Equal Employment Opportunity

Stephanie Stone

Onboarding Manager

Professional Summary

Over 25 years of human resources and customer service experience in the insurance and education staffing industry. Brings excellent leadership and customer service skills to the education program.

My Educational Beliefs

I strive to effectively manage and empower my team daily to fill the needs in classrooms. By placing educators where they are needed, I am fulfilling my shared responsibility in the education space.

Work Experience

KELLY SERVICES, INC.

2000 to Current

Kelly Education Onboarding Manager, SEP 2020 to Present

Direct the day-to-day activities of 22 onboarders. Ensure that each onboarder is meeting or exceeding their metrics of new hires per week/month. Maintain 3 tracking systems, ensuring that new applicants are hired as quickly as possible. Manage and develop a team of 22, meeting weekly to mentor/coach them in all aspects of their jobs. Create reports and metrics for the team.

Kelly Education Call Center and Talent Engagement Manager, APR 2014 to SEP 2020

Directed the day-to-day activities of the Call Center employees by ensuring schedule adherence. Maintained proper employment levels through selecting, interviewing, and training of personnel; conducted performance management activities within each assigned area of responsibility. Created reports and metrics for the organization, maintaining high levels of performance including call answer rate, call quality, customer service ratings, order accuracy, etc. Managed and developed a team of 10-15 Schedulers and Supervisors. Fostered an inclusive work environment that promoted associate engagement and development at all levels using the performance management process.

Kelly Education Scheduling Supervisor, AUG 2010 to APR 2014

Managed scheduling duties. Counseled substitutes who broke policies and received Do Not Returns to school and other issues. Spoke to schools and parents regarding any issues dealing with our substitute teachers. Documented pertinent information discussed during phone calls in Frontline and KSN.

Kelly Education Scheduler, AUG 2008 to AUG 2010

Handled incoming calls from substitute teachers, teachers, and other school personnel and directed calls for further problem resolution, if necessary. Made outbound calls to substitute teachers to offer open assignments and coach/counsel employees. Recorded pertinent information discussed during phone calls in AESOP/KSN.

Kelly Services Payroll Clerk, AUG 2005 to AUG 2008

Responsible for ensuring all employees were paid in a timely manner. Handled all payroll issues: stop payments, re-issues, and direct deposits.

Amy Tisdale

Sr. Director, Talent Care

Professional Summary

Over 13 years of experience in human capital and business solutions operations throughout the Southeast, with exceptional insights into workforce trends and analytics. Collaborative and growth-minded leader whose strategic recommendations help clients ditch the script on old ways of thinking about workforce planning by continually anticipating what's next for districts and talent, and proactively advising each to reach their full potential, ultimately achieving the shared goal of student achievement.

My Educational Beliefs

Anyone working in education will tell you that they work in this industry because they have a love for children and appreciate the opportunity to shape our future generation. This is not just a "job." This is a passion, and a substitute is no longer just a "substitute"—they are teachers. The impact a substitute has on a student's learning progress is just as powerful as a classroom teacher. At the end of the day, teaching is work from the heart and they are meant to mentor, inspire, educate, coach, share, influence, and instruct our students. My favorite quote is, *"Every child has a different learning style and pace. Every child is unique, not only capable of learning but also capable of succeeding"*— Robert John Meehan.

At Kelly, we all believe it is our job to prepare our substitutes for the unexpected and provide continuous support, so they can make a difference and have a positive impact on each student's learning experience.

Work Experience

KELLY SERVICES, INC.

AUG 2010 to Current

Kelly Education Sr. Director, Talent Care, FEB 2019 to Present

Overall responsibility for the operation strategy of the South Education Practice Talent Care and Fulfillment Services in a twelve-state market that includes Alabama, Arkansas, Florida, Georgia, Kansas, Louisiana, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

Kelly Services District Manager, AUG 2010 to FEB 2019

Held positions including recruiter, account manager, sales executive, and finally District Manager. Key responsibilities included recruiting, sales/marketing, talent development, and retention, along with fiscal responsibility for designated 10 counties, nine Kelly Education school districts, five on-site locations, and two branch locations.

RBC INSURANCE

NOV 2005 to AUG 2010

Benefits Administrator & Sales Agent

Overall responsibilities included the promotion, marketing, and sales of Health & Life Insurance and Annuity products and services.

Education/Certifications

Coastal Carolina University, Conway, SC

B.A. in Psychology

Macomb Community College, MI

Studied Business

Sarah Petty

Talent Care Manager

Professional Summary

Highly enthusiastic front-line support for employees and customers. Proven ability to encourage employee engagement, set a standard for professional conduct, and build meaningful and long-lasting relationships with teachers and all members of the school community. Over 18 years of staffing, sales, and management experience. Dedicated to providing an excellent work environment for Kelly employees with guidance, encouragement, and training.

My Educational Beliefs

Satisfying our students' educational needs for learning is a priority. All students are learners, and each child has a unique way of learning and requires varying amounts of time and support. I am proud to be part of a team that nurtures, guides, develops, educates, and places valued substitutes in thousands of classrooms each year. I strongly believe that what I do is important to supply ongoing involvement with Kelly staff members, district employees, and our wonderful community.

Work Experience

KELLY SERVICES, INC.

JUN 2014 to Current

Kelly Education Talent Care Manager, OCT 2020 to Present

Direct a team of talent care professionals to oversee 20 states in the South for talent engagement, training, payroll compliance, workers compensation cases, incident investigation and counseling. Build talent connections with daily, weekly, and monthly engagement with active talent. Proactively identify and execute best practices for front line support, safety policies, redeployment/retention, skill enhancement, recognition, and effective communication to our employees. Monitor orders activities to ensure accurate documentation. Manage our Incident and Worker's Compensation team.

Talent Advisor/Account Manager/Recruiter, JUN 2014 to SEP 2020

Built community connections to advance recruiting opportunities for South Carolina. Assisted with recruiting strategies to leverage the Kelly brand on social media platforms and at hiring events. Instructed professional development programs and trainings. Responsible for payroll compliance, background compliance, and investigations/incidents. Managed customer accounts, advancing customer satisfaction in districts with face-to-face and virtual site visits to address customer needs. Connected with the Chamber of Commerce, Goodwill work locations, SC Works, and Live 5 News Facebook Job Connections. Developed and enhanced the child development programs and substitute DSS clearance processes.

DICK'S JEWELRY STORE

AUG 2004 to MAY 2013

Jewelry Sales Manager, Diamond Distribution

Operation Manager overseeing the day-to-day operations of four store locations with 8 jewelry sales employees and 4 jewelers. Duties included product set-up, displays, sales promotions, inventory loss protection, diamond distribution, and sales.

Education/Certifications

Horry-Georgetown Technical College, Myrtle Beach, SC

Coastal Carolina University, Conway, SC

Studied Business Administration with an emphasis on Business Law

- I-9 Compliance
- Equal Employment Opportunities
- Global Policies and Global Diversities
- Data Security/Workplace Accommodations

DRAFT

Laura French

Talent Advisor

Professional Summary

Enthusiastic and resourceful professional with over 18 years of education and staffing experience.

My Educational Beliefs

Education is finding the difficult concept not understood by an individual and finding the approach/application for the right answer based on resources or scientific method.

Working with Kelly Education and the school district allows my experience to understand the fine balance of what the district, schools, parents, students, and substitutes needs are and helping find solutions with everyone's best interest.

Work Experience

KELLY EDUCATION

September 2005 to Current

Kelly Education Talent Advisor, June 2021 to Present

Frontline and Red Rover support for talent, ensuring excellence in delivery for a portfolio of existing Education Clients.

Kelly Education Administrative Assistant I, June 2019 to June 2021

Inhouse Admin/Recruiter ensuring completed hiring documentation and compliance for district & corporate.

Kelly Education Recruiter Assistant, August 2007 to June 2019

Assisting the supervisors with hiring and rehiring Kelly Education applicants including training and providing accurate information.

Kelly Education Payroll Supervisor, September 2005 to May 2021

Audit, complete and document time sheets before sending to payroll center for processing of pay checks. Process over-payments and send notification to district and talent.

COLDWELL BANKER

April 2004 to August 2005

Call Coordinator/Marketing Assistant

Support role for Real Estate Broker and 30 Realtors including development of marketing brochures and real estate channel advertising.

Education/Certifications

Florida State College, Jacksonville, FL

Concentration in Photography

Internal and External Training

Salesforce, Bullhorn, Frontline Education Absence Management, Red Rover, SmartFind, Kelly StaffNet, i9Advantage, Fieldprint, Engage-RingCentral, Sense Messaging, Microsoft Word, Excel, Power Point and Outlook, PhotoShop, Lightroom, ROES

Savannah Miller

Talent Advisor

Professional Summary

Human Resources professional, successful working in fast-paced changing environments demanding strong interpersonal, time management, and technical skills with a successful record of building and improving in processes.

My Educational Beliefs

"One book, one pen, one child and one teacher can change the world" – Malala Yousafzai

Work Experience

KELLY SERVICES

2021 to Present

KES Talent Advisor– Incident and Worker's Compensation Specialist, OCT 2023 – Present

- Effectively manage all incidents and worker compensation claims and ensure resolution in a timely and professional manner.
- Regularly solicit and share performance feedback with talent. Coach and guide as needed.
- Collaborate with appropriate business partners on incidents.
- Work with multiple levels of management and outside partners to resolve incidents.
- Provide support for self-report cases and offer assistance programs.

KES Talent Advisor, NOV 2022 – OCT 2023

- Payroll and time management
- Actively inform Talent of safety policies, standard methodologies, and updates
- Oversaw 800+ temporary employees.
- Operations - managing orders, deadlines, employee issues addressed in a timely fashion.
- As Talent issues arise, make sure resolution occurs in a timely and professional manner.
- Based on feedback and engagement scores, drive for and execute process improvements as directed

KES Fulfillment Specialist, MAR 2021– NOV 2022

- Proactively contact talent for open positions for each customer to meet customers' expectations.
- Make necessary modifications in the scheduling tool to keep customers updated on status of orders.
- Built and maintained relationships with customer contacts and talent within a designated region.
- Document order requirements and fulfillment activity in front office systems.
- Reach out to all newly activated talent to address questions and ensure they begin accepting assignments.

Amanda Spooner

Fulfillment Center Manager

Professional Summary

Driven Customer Service Supervisor who thrives in a high-volume, fast-paced environment and excels at driving her peers to achieve and exceed their goals.

My Educational Beliefs

"Education is the most powerful weapon which you can use to change the world" - Nelson Mandela.
Education is the first step for people to gain the knowledge, critical thinking, empowerment, and skills they need to make this world a better place.

Work Experience

KELLY SERVICES, INC.

AUG 2013 to Current

Kelly Education Fulfillment Center Manager, AUG 2018 to Present

Manages call center of 45 agents supporting 280 school districts in the Southeast Region. Works with Kelly and external customers to merge employee data files between Frontline and their system. Responsible for all Frontline and system operations. Counsel, manage time off, and train new call center agents. Work with Client Leads on each account to determine customer needs.

Kelly Education Lead Scheduling Supervisor, AUG 2016 to AUG 2018

Point of contact for Duval County School Board, Clay County School District, Pace Center for Girls, River City Science Academy and KIPP Academy. Counseled substitute teachers for all sensitive situations. Helped train new schedulers for the call center. Document pertinent information discussed during phone calls in Frontline/KSN.

Kelly Education Scheduler, AUG 2013 to AUG 2016

Met and exceeded target goals for call outs and fill rates. Managed incoming calls from substitute teachers, teachers, and other school personnel. Made outbound calls to substitute teacher to offer open assignments. Documented pertinent information discussed during phone calls in Frontline.

Education/Certifications

Continuing education in:

- Frontline Bullhorn
- KSN
- I-9 Compliance
- First Advantage

Jessica Carpenter

Fulfillment Center Manager

Professional Summary

More than 10 years of customer service and supervisory experience in education staffing. A driven manager who thrives in a high-volume, fast-paced environment and excels at driving peers to achieve and exceed goals.

My Educational Beliefs

Working for Kelly gives me the opportunity to be part of not just a company but a family with a vision and noble purpose that align with my own. "We connect people to work in ways that enrich their lives." "To be the most creative, insightful, and agile talent company, committed to uniting vital talent with great organizations where, together, we thrive."

Work Experience

KELLY SERVICES, INC.

NOV 2012 to Current

Kelly Education Fulfillment Center Manager, OCT 2021 to Present

Manage call center of 45 agents supporting 280 school districts in the Southeast Region. Work with Kelly and external customers to merge employee data files between Frontline and their system. Responsible for reporting telephone/ring central issues to help desk or corporate when system is down. Responsible for sending individual agent reports to management weekly. Other duties include for sending mac requests and establishing Frontline access for new call center agents. Counsel, manage time off, and train new call center agents. Work with Client Leads on each account to determine customer needs.

Kelly Education Fulfillment Specialist Supervisor, SEP 2018 to OCT 2021

Served as the escalation point for service issues. Trained new/current internal team members and monitored performance. Assisted with managing customer-specific fulfillment programs: long terms, building subs, and tutoring. Liaison between management and the field service team. Created/reviewed reports and statistics. Analyzed call volumes, patterns, and productivity.

Kelly Education Scheduler, NOV 2012 to OCT 2016

Met/exceeded target goals for call outs and fill rates. Handled incoming calls from substitutes, teachers, and other school personnel. Made outbound calls to substitute teachers to offer open assignments. Documented pertinent information discussed during phone calls in Frontline.

Baylor Bunch

Senior Fulfillment Lead

Professional Summary

Motivated and passionate Senior Fulfillment Lead who strives to produce the best possible results from himself and his team within a high-volume work setting.

My Educational Beliefs

As a recent graduate student, I believe that education is necessary for students to learn essential skills that will guide them through both their professional and personal lives. It is also required to help enrich the surrounding communities, which is a goal of Kelly Education's that I am more than happy to help achieve.

Work Experience

KELLY SERVICES, INC.

July 2016 to Current

Kelly Education Senior Fulfillment Lead, APR 2022 to Present

Leads a team of 60 employees who take calls and e-mails from hundreds of counties in the South region of the U.S. Responsible for interviewing new candidates and coordinating training. Trained new specialists and continues to assist them after training when needed. Counsels specialists when necessary. Keeps track of specialists' time off. Creates schedule for team. Assists with transitioning substitutes' information to Kelly when we acquire new districts. Maintains a good rapport between Kelly and the school districts they service by assisting them when our help is requested. Responsible for working with other departments to make sure the customers' needs are being met.

Kelly Education Fulfillment Specialist, JUL 2016 to APR 2022

Managed incoming calls from substitutes and district employees. Made at least 150 outbound calls a day to substitutes to offer them open assignments. Worked extensively in Frontline to create assignments, modify jobs when needed, and to document situations involving substitutes. Maintained a good rapport between Kelly Education and the caller by exhibiting empathetic customer service skills. Strived to resolve situations in one call. Trained new Fulfillment Specialists.

Education/Certifications

University of North Florida, Jacksonville, FL

Master of Science in Communication Management with a Concentration in Leadership, 2023

Certifications

Frontline, Red Rover, Smartfind, Bullhorn, KSN, I-9 Compliance, and Power BI

Ashley Webb

Senior Fulfillment Lead

Professional Summary

After being in Customer Service for over 9 years, I have acquired clear and strong communication skills which has better helped me become a Sr. Fulfillment Lead.

My Educational Beliefs

Education is the number one priority for children. I feel so privileged that every single day I get to work in an environment with our substitutes who feel the same way and want to enrich the children's lives.

Work Experience

KELLY SERVICES, INC.

Sept 2015 to Current

Kelly Education Senior Fulfillment Lead, APR 2022 to Present

- Leads a team of 60 employees who support school districts in the Southern Region.
- Assist with the transitions of substitutes information once Kelly gains new counties/districts.
- Responsible for approving and tracking Fulfillment Teams time off requests.
- Responsible for reviewing potential new employees resumes, interviewing and arranging training time.
- Sending individual employees reports and counseling if necessary.

Scheduler, SEPT 2015 to APR 2022

- Managed incoming calls from Kelly substitutes as well as district/county employees.
- Made and exceeded goals of 150 daily outbound calls and getting fill rates to 100%.
- Worked in Frontline to create and modify absences as well as documenting information.
- Trained new Fulfillment Specialists.

Education/Certifications

Certifications

Frontline, Red Rover, Smartfind, Bullhorn, KSN, I-9 Compliance, and Power BI

Chris Zuber

Sr. Director, Client Services

Professional Summary

An experienced leader with a proven record of success in delivering high quality service to clients, support to KE teams, and results to shareholders.

My Educational Beliefs

I have had the opportunity to support many businesses and industries in my 25+ years with Kelly. While supporting those clients was important and meaningful to me, supporting our education partners has been a passion. At Kelly Education, the work we do has a positive impact on our nation's learners and by doing so are helping to improve our communities. It is an honor to work with schools and school leaders as we develop 'best-in-class' programs that promote positive student outcomes.

Work Experience

KELLY SERVICES, INC.

MAY 1997 to Current

Kelly Education Sr. Director Client Services, Southeast, JUN 2021 to Present

Management of client accounts in the Southeast. Support the team Client Services Leads and client teams to ensure schools receive the highest service levels and consult with systems to share best practices and new service offerings.

Kelly Education Regional VP, State Leader of AL, GA, MS, FEB 2019 to JUN 2021

Overall responsibility and accountability for the operating results of the states' geographic scope in the Education Practice. Accountable for emphasis and execution in: organizational and leadership development, talent management, customer-facing responsibilities, and recruiting and operational delivery strategies and performances.

Kelly Services Territory Vice President, OCT 2017 to JAN 2019

Oversaw all Kelly operations within three strategic markets, Atlanta, Birmingham, and Nashville. Monitored and reported on contract compliance, business development, sharing industry and best practice knowledge, candidate sourcing, screening, hiring, training, and onboarding. Accountable for the overall level of service delivery, growth, and profitability for the clients. Established strong working relationships with clients, and the development of effective partnerships with the relevant Kelly functions (e.g., operations, sales support, and product groups). Managed the temporary workforce including, but not limited to, turnover, coaching, counseling, terminations, and took action as appropriate.

Kelly Services Senior Area Manager, JUN 2010 to OCT 2017

Ensured all financial goals were met/exceeded for both KE and commercial operations in central Alabama. Established and implemented operations strategy. Maintained thorough understanding and knowledge of current hiring practices, recruitment strategies, and staffing industry trends. Prepared and presented business reviews. Developed strong relationships with new and existing clients by understanding their business and staffing needs and by facilitating connections between client's departments and Kelly products.

Kelly Services Regional Manager, Engineering Resources, DEC 2004 to JUN 2010

Operational responsibility over automotive manufacturing and engineering clients in the southeastern U.S. Business partner to clients by acting as an extension of their HR department, developing, and maintaining relationships with the client and temporary employees, identifying process improvements, and by ensuring consistent service levels across business lines. Monitored and reported on contract compliance, business development, sharing industry and best practice knowledge, candidate sourcing, screening, hiring, training, and onboarding. Accountable for the overall level of service delivery, growth, and profitability for the clients. Established strong working relationships with clients, and the development of effective partnerships with the relevant Kelly functions (e.g., operations, sales support, and product groups).

Kelly Services City Group Manager, JUN 1999 to DEC 2004

Ensured all financial goals were met/exceeded for both KE and commercial operations in the greater Birmingham market. Established and implemented operations and sales development strategy. Maintained thorough understanding and knowledge of current hiring practices, recruitment strategies, and staffing industry trends. Prepared and presented business reviews. Developed strong relationships with new and existing clients by understanding their business and staffing needs and by facilitating connections between client's departments and Kelly products.

Education/Certifications

Auburn University, Auburn, AL

B.A in Political Science with a Minor in History

Cheryl Courier

Vice President, South Practice Leader

Professional Summary

Seasoned professional with over 35 years of industry and leadership experience. Possesses exceptional insights into workforce trends and analytics, resulting into the creation and delivery of staffing solutions that benefit both Clients and Talent.

My Educational Beliefs

Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life, or, as best said by Nelson Mandela, "Education is the most powerful weapon which you can use to change the world."

Work Experience

KELLY SERVICES, INC.

APR 1988 to Current

Kelly Education, Vice President, South Practice Leader, JAN 2019 to Present

Overall responsibility across the South for the operating results of Kelly Education, the largest provider of substitute teachers and non-instructional positions nationwide. Portfolio of services includes: Substitute Staffing Management, Instructional and Non-Instructional Staffing Management, After-School Staffing, Teacher Vacancy Support, as well as Tutoring and Scheduling Administration. Lead a team of 50,000 employees across a 13-state practice.

Vice President, Central and Northeast Florida, OCT 1995 to DEC 2018

Served as Territory Vice President responsible for the Education, Commercial, Professional, and Technical staffing teams operating within Central and Northeast Florida. Won converted Region of the Year in both 2008 and 2018 for operational excellence.

District Sales Manager, Tampa/St. Petersburg, Florida, APR 1988 to SEP 1995

Held various positions as recruiter, sales executive, branch manager, and finally District Sales Manager. Key responsibilities included recruiting, sales/marketing, talent development, and retention along with fiscal responsibility for designated Florida territory.

Education/Certifications

Durban University of Technology, Natal, South Africa

National Higher Diploma in Personnel Management and Business Economics (equivalent to a 4-year bachelor's degree in Human Resources and Business Economics)

- Graduate, Leadership Orlando and Leadership Orange (an Orange County Public Schools program which works to educate the private sector about public school systems)
- Member, 100 Women Strong, which along with the University of Central Florida has most recently focused its strategic Philanthropic initiatives around childhood education
- Past President, Greater Orlando SHRM
- Past President, Florida Staffing Services Association (FLASSA); represented FLASSA on Capitol Hill on numerous occasions
- Past Member, Board of Directors for Workforce Central Florida

We are pleased to provide our proposed changes to the contract that was submitted to Kelly Services for review. Our changes are intended to reflect the obligations of both parties as it relates to the staffing industry's unique customer/vendor relationship. Our goal during contract reviews is to prepare a document that clearly sets forth our respective responsibilities. We would welcome the opportunity to answer any questions and/or discuss in a more in-depth manner the reasons for the proposed changes.

Contract Reference	Issue/Explanation	Corrective Language or Action Item
<u>Payment and Invoicing.</u> General Conditions, Page 2	Kelly will be paid in accordance with the Florida Prompt Payment Act, Florida Statutes Chapter 218, upon submission of invoices at the prices stipulated on the contract at the time the order is placed, less deductions if any, after delivery and acceptance of goods in accordance with the Florida Prompt Payment Act.	Kelly is happy to honor the current invoicing and payment terms that are currently in place.
<u>Liability for Damages/Loss.</u> General Conditions. Page 3, Insurance/Licenses/ Permits	Kelly will be liable for any damages or loss to Clay County occasioned by Kelly's negligence, or any person Kelly has designated in the completion of the contract as a result of their RFP.	Kelly will take responsibility for our own negligence as it relates to the provision of staffing services. Suggest specifying that Kelly will be responsible for our own negligence in the provision of staffing services.
<u>Additional Insured.</u> General Conditions. Page 3, Insurance/ Licenses/Permits and Special Conditions, Page 8	Clay County will be named as additional insured under our Commercial General Liability policy.	Kelly will include Clay County as additional insured on our Commercial General Liability policy under our customer blanket endorsement. Please add: "The required insurance coverages will be applicable only with respect to matters identified in this Agreement as Contractor responsibilities."
<u>Rejection of Services.</u> Page 4, General Conditions	Goods or services not delivered as per delivery date in RFP and/or Purchase Order may be rejected upon delivery and/or may be purchased on the open market. Any increase in cost may be charged against Kelly. Any violation of these stipulations may also result in a) For a period of two years, any RFP submitted by Kelly shall not be considered and shall not be recommended for award.	The language in this section appears to be more applicable to delivery of goods/deliverables. If Clay County isn't happy with the services that Kelly is providing, we ask that you instill a notice/cure period that enables Kelly to correct such dissatisfaction.
<u>Employee Responsibility.</u> General Conditions, Page 4	All employees and/or sub-contractors of Kelly will be considered to be at all times our sole employees and responsibility of Kelly under our sole direction and not an employee or agent of SBCC.	Although Kelly is the general employer and will have human resource and administrative responsibility of our employees, we are relying on Clay County to be responsible for day-to-day supervision and instruction.
<u>Confidential Records.</u> General Conditions, Page	Kelly must fully comply with FERPA and any other state/federal law regarding confidentiality of student records. Kelly must agree for ourselves and our employees, to fully indemnify Clay County and their employees for any violation of such laws, including defending Clay County against any complaint or proceeding, payment of any penalty imposed upon Clay County or payment of all costs/damages/ losses incurred upon Clay County arising out of a breach to the extent Kelly or our employees either intentionally or negligently violate such confidentiality laws.	As a point of clarification, Kelly will indemnify Clay County for our violation of confidentiality/FERPA laws, and will be responsible for our assigned employees' breaches to the extent Kelly failed to properly screen our employees prior to placement. Kelly is relying on Clay County to have internal controls and safeguards in place to protect against confidentiality breaches.

<p><u>Indemnification.</u> General Conditions, Page 5</p>	<p>Indemnification clause.</p>	<p>Kelly can agree to a more fault-based indemnification model where Kelly is responsible for any claims to the extent of our violation, negligence or breach of obligations under a mutually agreeable contract.</p> <p>As it relates to what constitutes an agreement, we ask that the final written agreement be reviewed and approved by both parties as to the final acceptable language.</p>
<p><u>Notice of Cancellation.</u> Special Conditions, Page 8, Contractor's and Sub-Contractor's Insurance</p>	<p>Certificates of Insurance must provide for a thirty-day notification of modification or cancellation of insurance.</p>	<p>Most insurance policies will provide thirty days' notice of modification or cancellation, but for the ones that don't, Kelly will provide such notice.</p>
<p><u>Fixed Pricing.</u> Special Conditions, Page 17, Section 2</p>	<p>The markup will remain firm during the initial contract period and subsequent renewals. Base price increases or decreases must be written and mutually agreed to.</p>	<p>We agree with this language, however, as it relates to government mandated increases that Kelly has no control over (e.g. SUTA), we ask to have the right to pass such increase along. Kelly will notify Clay of such increases prior to them being applied.</p>

DRAFT

Kelly Education Appendix 3: Kelly Education Standard Staffing Agreement

AGREEMENT FOR EDUCATIONAL STAFFING

THIS AGREEMENT, dated _____, _____, is between Kelly Services, Inc., with its principal offices located at 999 West Big Beaver Road, Troy, Michigan 48084 ("Kelly"), and _____, with its principal offices located at _____ ("Customer").

1) DESCRIPTION, LOCATION AND PRICING OF SERVICES

Kelly will assign to the Customer Kelly temporary employees ("Assigned Employees"), through its service line, Kelly Education, to provide education-related services, under the Customer's operational supervision, at the location(s) and for the pricing (and other related costs) described in Exhibits A and C (the "Services"). Exhibit C, the Customer Information Sheet, will be completed with Customer's collaboration and will provide detailed business requirements necessary to assist with meeting Customer needs. For instructional and paraprofessional positions, Customer agrees that Kelly shall be the exclusive contract provider of Assigned Employees to Customer. The pricing in Exhibit A is confidential between Kelly and Customer. Customer will be permitted to use Exhibit A in connection with its business operations, responses to Freedom of Information Act requests, and other uses as required by law. Should Customer determine that it may be legally obligated to disclose this information, Customer shall provide notice to Kelly at least five (5) business days in advance of producing any such information.

2) KELLY GUARANTEE

Kelly guarantees that the Assigned Employees it places with the Customer will satisfactorily perform the services ordered by Customer. If not, Kelly will cancel charges for unsatisfactory services and furnish a replacement as soon as possible when the Customer has provided notice of its dissatisfaction within the first sixteen (16) working hours of an Assigned Employee's assignment. If Kelly receives notice after an Assigned Employee's first sixteen (16) working hours, Kelly will furnish a replacement as soon as possible, but not cancel the charges for the unsatisfactory services.

3) KELLY'S RESPONSIBILITIES

As the provider of staffing services, Kelly will be the employer of Assigned Employees, and will be responsible for the staffing services listed below.

- (a) Source, recruit, select, and hire Assigned Employees;
- (b) Place Assigned Employees according to Customer's requirements;
- (c) Pay Assigned Employees their wages and provide them the benefits that Kelly offers, inclusive of any government mandated benefits, as Kelly employees;
- (d) Pay or withhold payroll taxes (e.g., FICA) and insurance premiums (e.g., Medicare) and fulfill its obligations for unemployment compensation (e.g., FUTA, SUTA);
- (e) Provide workers' compensation benefits and coverage for Assigned Employees;
- (f) Maintain Assigned Employees' personnel and payroll records related to their employment by Kelly;
- (g) Comply with laws, rules or regulations applicable to providers of staffing services;
- (h) Require Assigned Employees to agree in writing to protect the confidentiality of Customer's proprietary information;
- (i) Require Assigned Employees to execute agreements that Customer requests regarding intellectual property developed by them in performance of their work for Customer;
- (j) Require Assigned Employees to acknowledge in writing that they have no right to participate in Customer's employee benefit plans;
- (k) Require Assigned Employees to comply with all rules and policies of Customer (e.g., those relating to premises access and security);
- (l) Make legally required employment law disclosures to Assigned Employees; and
- (m) Comply with the Patient Protection and Affordable Care Act ("Affordable Care Act") and its regulations, as applicable, and have established internal procedures to review and maintain its compliance with the Affordable Care Act.

4) CUSTOMER'S RESPONSIBILITIES

As the recipient of Kelly's staffing services, the Customer will be responsible for controlling the environment in which Assigned Employees perform their work, the details of their work, and, teaching board-approved curriculum and approved lesson plans. The Customer also will:

- (a) Provide Assigned Employees with a safe and suitable workplace, including all required site-specific training related to the chemical, physical and biological hazards in the workplace, emergency and safety procedures, safe use of equipment,

school rules and protocols, policies and procedures regarding student disciplinary actions, and the confidentiality of student records and information;

- (b) Provide Kelly with prompt notice of any injury suffered by an Assigned Employee;
- (c) Use Assigned Employees only in assignments that match the job descriptions for which Kelly places them, not give duties to an Assigned Employees that the Assigned Employee must perform outside of Customer's premises and take full responsibility for assignments or duties that differ from the Assigned Employees' mutually agreed upon job duties, responsibilities, work environment or location, unless mutually agreed to pursuant to paragraph 14(f) of this Agreement;
- (d) Notify Kelly and be solely responsible when Assigned Employees are required to use Customer provided timekeeping system or absence management system;
- (e) Provide adequate internal controls, supervision, security and instructions for Assigned Employees;
- (f) Supervise the performance of Assigned Employees using the same degree of diligence used to supervise its own employees;
- (g) Assume responsibility for Assigned Employees when they are required to handle keys, cash, confidential information and records of students and the Customer's regular employees;
- (h) Assume responsibility for the use of any vehicle, training and safe use of machinery, and/or equipment used by Assigned Employees in connection with their assignment (except for workers' compensation claims);
- (i) Assume sole responsibility for any bodily injury claims asserted against Kelly or its Assigned Employees by students, their parents or representatives, Customer personnel or business invitees, or other third parties (except to the extent that such claims are based on the negligence of Kelly or the failure of Kelly full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of the Assigned Employees);
- (j) Ensure that the Assigned Employees do not have sole custody of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications;
- (k) Be solely responsible for releasing students at the end of the school day to an authorized party;
- (l) Ensure Assigned Employees who are placed at Customer through Kelly shall not work directly for Customer, or a third party contracted by Customer, in any capacity where such Assigned Employees receive compensation during the same time period from Kelly, Customer or third party;
- (m) Provide Kelly with prompt, written notice of any concern or complaint about the conduct of an Assigned Employee by the end of the same day that it learns of the concern or complaint, and permit Kelly to actively participate in Customer's investigation of such a concern or complaint;
- (n) Provide Kelly with written notice within one (1) business day after the Customer learns of any formal or informal complaint, litigation, potential litigation, or an administrative or governmental charge, that involves an Assigned Employee, and permit Kelly a reasonable opportunity to participate actively in the matter, as Kelly sees fit;
- (o) Not request nor require any Assigned Employees to work at heights, perform heavy labor, lifting or physical activity unless required and accepted in the job description;
- (p) Notify Kelly as early as possible (either, for example, prior to 6:00 a.m. or three (3) hours prior to the start of the class), through the protocols established by Kelly for such notice, of the need for Assigned Employees for a given day; however, Kelly and Customer recognize that the need for a substitute may occur later than anticipated and that in such cases, Kelly will use its best efforts to find an Assigned Employee for such Customer requests;
- (q) Ensure that Assigned Employees do not actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an Assigned Employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only;
- (r) Provide a list of employees Customer has employed prior to this Agreement that Customer wishes to remain in pool of Assigned Employees placed by Kelly to Customer. Customer shall provide a written list of such employees and may update said list, by written addition or deletion of all changes, as appropriate. If Customer utilized another vendor prior to this Agreement, Customer will make a good faith effort to produce a list of employees who provided services through such vendor;
- (s) Assume responsibility for the conduct of its own officers, employees, and agents; and
- (t) Comply with duties imposed on it by law, rule, or regulation.

5) CUSTOMER REPRESENTATIONS

The Customer represents and warrants that:

- (a) Its actions under this Agreement do not violate or overlap its obligations under any agreement that Customer has with any labor union;

- (b) Kelly's responsibilities listed in this Agreement regarding screening, the payment of wages, and the provision of benefits to the Assigned Employees do not violate a policy or practice of the Customer;
- (c) The Customer has disclosed to Kelly all screening requirements that Customer would use for the positions covered by this Agreement if the Customer were directly employing individuals in such positions;
- (d) If Customer, not Kelly, is the recipient of the Assigned Employees' fingerprint background check clearance/suitability letter, Customer will provide Kelly with the clearance information and any updated information in a timely manner;
- (e) The Customer has the right, power, requisite authorization, and has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement;
- (f) The Customer representative who is signing this Agreement has been delegated authority by the school board or district to execute this Agreement;
- (g) At the beginning of the school year, but at a minimum, not less than thirty (30) days prior, Customer will use best efforts to advise Kelly of all scheduled professional development days;
- (h) Customer acknowledges that Kelly is responsible for recruiting of Assigned Employees, however, Customer and Kelly will collaborate on marketing, advertisement, and recruitment methods;
- (i) If the Assigned Employees will use a Customer-provided timekeeping or absence management system or process, then a such timekeeping system, absence management system or process shall be compliant with all applicable legal requirements, including recording of time worked; and,
- (j) The Customer will neither request nor require that the Assigned Employees perform duties outside of Customer's premises (e.g., participate on field trips) unless Kelly gives its written consent in advance.

6) INTELLECTUAL PROPERTY/ASSIGNED EMPLOYEES' DATA

All Kelly and Customer intellectual property, including processes, procedures, trademarks and copyrights, are and shall remain the sole property of each respective party. Customer will only use Assigned Employees' Data ("Assigned Employees' Data"), including, but not limited to, Assigned Employees' personal information, identity, U.S. mail or email address, contact information, social security number, phone number, personal health information, or absence management information data in connection with Services provided by Kelly in accordance with this Agreement. Customer acknowledges that Assigned Employees' Data is proprietary, personal and highly confidential, and Customer shall not disclose the information to any third parties unless legally required to do so. Should Customer determine that it may be legally obligated to disclose Assigned Employees' Data, Customer shall provide notice to Kelly at least five (5) business days in advance of producing any such information. To the extent Kelly utilizes Customer's absence management or other systems ("System"), Customer shall allow and authorized Kelly full access to the System throughout the term of the Agreement and for thirty (30) days after termination. In the event the Agreement is terminated, Kelly shall have thirty (30) days to remove Assigned Employee Data from the System.

7) BILLING & PAYMENT TERMS

- (a) **Invoices.** Kelly will invoice Customer each week for all compensable time in accordance with applicable laws , including but not limited to hours worked on assignment, training, testing or screening completed by Assigned Employees after hire, at agreed-upon rates. The rates at which Kelly will invoice the Customer (and any reimbursable expenses) are listed in Pricing Exhibit A. Service lines may be added by mutual agreement of the parties pursuant to Paragraph 14(f). Unless otherwise stated in Pricing Exhibit A, payment will be due upon Customer's receipt of the Kelly invoice. In the event of termination of this Agreement, Customer will pay Kelly promptly for Services performed up to the time of termination. If the Customer's rates are not set out in Pricing Exhibit A, Kelly and the Customer will agree on rates at the time of an order, which Kelly will record electronically in its systems. The services billed may be provided by Kelly Services Global, LLC or Kelly Services USA, LLC, affiliates of Kelly, or third-party staffing providers (collectively "Staffing Providers"). Staffing Providers may provide the Services under this Agreement, and in such cases, Kelly will act as a collection agent on behalf of such Staffing Providers and bears no extracontractual liability other than that of collection agent.
- (b) **Disputed Amounts.** If this Agreement is terminated by Kelly or Customer or Customer disputes any amount invoiced by Kelly, Kelly shall be timely paid (in accordance with the payment terms in Section 7 (a)) by Customer for all fees/services that are not in dispute. If Customer fails to pay Kelly any fee when due, Customer shall be liable for a late charge equal to one-and one-half percent (1 ½%) per month on the outstanding amounts beginning on the due date and Customer shall be responsible for reasonable attorneys' fees incurred by Kelly to collect the outstanding amount.
- (c) **Taxes.** Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices.
- (d) **Pricing Adjustments.** Upon prior written notice, Kelly may adjust pricing:
 - i) To reflect the impact of inflation upon our costs by an amount not to exceed the year over year change in the Consumer Price Index for the preceding twelve (12 months); or

- ii) If any law, regulation and/or policy is enacted that is applicable to either Kelly or Customer that requires an increase and/or additional compensation and/or benefits to Assigned Employees, Kelly may change the pricing for the current school year(s) contained in Exhibit A. The pricing in Exhibit A shall be adjusted to reflect the actual cost increase to Kelly reasonably calculated on a direct or pro rata basis; or
 - iii) For changes in sales, use, or gross receipts taxes; or
 - iv) For changes in (a) the Customer's requirements (e.g., requisition, billing and invoicing processes; the introduction of third-party software systems and processes), (b) service levels, or (c) service delivery method; or
 - v) To ensure that the pay rates comply with federal and state laws and regulations regarding minimum wages and overtime compensation; or
 - vi) If market conditions dictate that Kelly must pay a higher wage in order to attract Assigned Employees.
- (e) **Record of Time Worked; Automated Scheduling.** Customer agrees to adhere to the "Time, Billing & Automated Scheduling Terms" in Exhibit B.
- (f) **Expenses.** Expenses (e.g., mileage) and all costs and administrative fees associated with required screenings and drug tests will be charged to the Customer, passed through without mark up.

8) WORKERS' COMPENSATION AND LIABILITY INSURANCE

Kelly will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

- (a) **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;
- (b) **Employer's Liability.** Employer's Liability insurance with a limit of \$1,000,000;
- (c) **Commercial General Liability.** Commercial general liability insurance with a \$1,000,000 per occurrence and includes bodily injury and property damage coverage;
- (d) **Commercial Automobile Liability.** Commercial automobile liability insurance with a \$2,000,000 combined single limit on vehicles owned, leased, or rented by Kelly while performing under this Agreement;
- (e) **Umbrella Liability Insurance.** Umbrella liability insurance to be used in excess of the liability policies with \$15,000,000 combined single limit per occurrence; and
- (f) **Commercial Blanket Bond.** A commercial blanket bond with limits of \$3,000,000 in the aggregate per occurrence and includes coverage of employee dishonesty to the extent Kelly failed in its responsibilities in Section 3 of this Agreement.

Kelly will provide Customer with a certificate of this insurance coverage upon request.

9) INDEMNIFICATION BY KELLY

- (a) Kelly will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:
 - i) Kelly's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Kelly's capacity as the general employer of the Assigned Employees;
 - ii) Breach of any obligation of Kelly contained in this Agreement; or
 - iii) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Customer by any Kelly employees or, in the event of death, by their personal representatives.
- (b) Kelly's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages (ii) claims that do not result in a finally adjudicated claim of damages against Customer brought by a third party, (iii) the extent that Damages are due to Customer's failure to fulfill its duties under Section 4, (iv) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (v) the extent that Customer is required to indemnify Kelly against such Damages under Section 10.

10) INDEMNIFICATION BY CUSTOMER

- (a) To the extent permitted by law, Customer will indemnify, defend and hold harmless Kelly and its directors, officers, employees and agents from and against all damages imposed upon or incurred by Kelly, other than for job-related bodily injury or death of an Assigned Employee, arising out of any of the following:

- i) Customer's failure to comply with its obligations under applicable laws, regulations or orders; or
 - ii) Breach of any obligation of Customer contained in this Agreement;
- (b) Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential damages or (ii) to the extent any damages are caused by any negligent act or omission or intentional misconduct of Kelly, its officers, employees or agents.

11) NOTIFICATION OF CLAIMS

- (a) Customer and Kelly agree (i) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Kelly or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.
- (b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of Kelly must be obtained from the Kelly Law Department in Troy, Michigan.

12) TERM; TERMINATION

The term of this Agreement begins as of the date first shown above with a first date of service of _____, if all deadlines are met, and will continue in effect until canceled by either party upon allowing not less than sixty (60) days prior written notice to the other. Kelly reserves the right to terminate this Agreement immediately in the event of non-payment. Further, Kelly has the right to terminate this Agreement should any student or Customer employee physically or verbally assault or injure an Assigned Employee and Customer does not respond to the incident to Kelly's satisfaction. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination.

13) NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees during the term of this Agreement and for a period of twelve (12) months thereafter. This provision shall not apply to a party's generalized recruiting practices.

14) MISCELLANEOUS

(a) Notices

- i) Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by e-mail or other transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.
- ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

(b) Severability; Waiver

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

(c) Assignment

Neither Kelly nor Customer may assign this Agreement without the prior written consent of the other party; provided that Kelly may use secondary vendors to fulfill any or all of its obligations hereunder without securing Customer's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

(d) Independent Contractor

In its performance of this Agreement, Kelly will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be construed to make Kelly an agent, partner or joint venturer of Customer.

(e) Force Majeure

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party hereunder), when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, pandemic, earthquake or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this Agreement; (vi) action by any governmental authority; (vii) national or regional emergency; (viii) strikes, labor stoppages or slowdowns or other industrial disturbances; and (ix) shortage of adequate power or transportation facilities. The party suffering a force majeure event shall give notice within five (5) days of the force majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such force majeure event are minimized.

(f) Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

(g) Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

(h) Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of _____ without giving effect to any choice or conflict of law provision or rule.

(i) Entire Agreement

This Agreement, its exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

KELLY SERVICES, INC.

Insert Customer Name

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

JOB DESCRIPTION: SUBSTITUTE TEACHER

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

1) JOB TITLE: SUBSTITUTE TEACHER

Other job titles that a Substitute Teacher may be known by include (but are not limited to): Substitute Educator, Substitute Instructor, Guest Teacher, Guest Educator, Teacher on Call, and Relief Teacher, etc.

2) QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to assist implementing an instructional support program with students of varying ages and sizes.
- c) Ability to read, write and communicate in the English language fluently and effectively.
- d) Effective organizational, communication and interpersonal communication skills.
- e) Must be able to follow oral and written directions and have the ability to establish effective working relationships with District/School staff and students.
- f) Maintain student and school personnel confidentiality.
- g) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
- h) Manifests a positive role in school/community relations.
- i) Additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

3) REPORTS TO AND SUPERVISED BY:

District/School Principal and/or Building Administrator.

4) JOB GOAL:

Provide instruction for scheduled lessons, manage the classroom environment, and promote student learning in the absence of the regular District/School classroom teacher.

Dependent upon assignment, but always under direct supervision of District/School employees, this role may be working directly in a special education classroom, working in a general education classroom or environment, and/or working one-on-one with a student or small group of students.

5) RESPONSIBILITIES:

District/School employees are responsible for developing curriculum, planning instruction, evaluating academic and behavior progress, developing goals and objectives, providing day-to-day supervision of the Substitute Teacher, ensuring classrooms are adequately staffed, and communicating progress to parents.

Substitute Teachers work at all times under direction and supervision of School District employees, and shall exercise the following responsibilities:

- a) Report to school office at beginning of school day to pick up required materials/schedule of classes and at the end of the school day to return materials.
- b) Dress in a safe and appropriate manner including sensible footwear as described in the KE Standards of Professional Conduct.
- c) Follow sign in/sign out procedures as prescribed by the District/School principal.
- d) Assume duties of the regular District/School classroom teacher promptly and in accordance with school rules.
- e) Supervise students in out-of-class settings (e.g., assemblies, lunchroom) as directed and supervised by District/School principal.
- f) Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates students to learn and participate.
- g) Instruct students regarding a variety of classroom topics/courses of instruction, as determined by the School/District lesson plan.
- h) Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students. Address the various learning styles of students accordingly.
- i) Assign reasonable tasks and homework to students in accordance with the School/District lesson plans.
- j) Seek assistance from neighboring District/School teacher or building administrator if serious or disruptive student behavior problems occur.
- k) Take all necessary and reasonable precautions to protect equipment, materials, and facilities.
- l) Maintain and/or assist in maintaining classroom control that fosters a safe, positive environment for all students and staff in accordance with Kelly Services, District/School, state, and all applicable laws and regulations.
- m) Provide adequate supervision of students and classroom environment to assure health, welfare, and safety of all students.

- n) Allow all students to see the on-site nurse or visit the school clinic if and when they request to do so. The Substitute Teacher should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by School District personnel.
- o) Allow all students to use the restroom if and when they request to do so. The Substitute Teacher should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by School District personnel.
- p) Ensure that the students are never left unattended in the classroom.
- q) Report student injury, accidents, illness, and discipline problems to Kelly supervisor and District/School personnel immediately.
- r) Report all personal injury or school property damage and/or theft to Kelly supervisor and District/School personnel immediately.
- s) For long-term assignments, it may be required to develop lesson plans; devise, administer, and grade tests and assignments; participate in parent-teacher conferences; and attend school-related functions. (These activities may occur outside of normal school hours.)
- t) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.

6) KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
 Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
 Fully trained*, the contact aligns with your job description, and is a part of the
 Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

7) UNACCEPTABLE DUTIES/RESPONSIBILITIES.

Substitute Teacher employees shall not:

- (1) Use corporal punishment.
- (2) Lift more than 25 pounds.
- (3) Grant permission for a student to leave school before the regular dismissal time.
- (4) Detain a student after dismissal time.
- (5) Communicate information about a student or staff member with anyone but the District/School principal or department head.
- (6) Leave money or valuables in the classroom.
- (7) Leave students unsupervised at any time during the day.
- (8) Perform Bus driving, Driving education, and/or Crossing guard duties.

- (9) Teach a class that requires the use of laboratory, woodworking, metal shop, or any other dangerous equipment (Exception: If the lesson plan calls for book work or videos only. Kelly Education staff should never operate this type of machinery while on assignment).
- (10) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

For the physical safety of the students and the Substitute Teacher and to avoid KE being held liable for injuries, the Substitute Teacher shall not (perform work that will require or permit the following duties):

- (1) Administer medication.
- (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- (3) Have sole supervision of a playground.
- (4) Have sole supervision for releasing a student(s) onto a school bus or other vehicle.
- (5) Transport students in a motor vehicle.
- (6) Be alone with a student in a private setting.¹

The Substitute Teacher shall not be placed on special education assignments that require the following:

- (1) Participate or monitor activities involving feeding or breathing tubes.
- (2) Participate or monitor activities involving diapering, toileting and/or dressing involving personal undergarments.
- (3) Lead, direct or have sole supervision of students for bathroom assistance.
- (4) Physical restraint of a student.

School District will use KE Substitute Teacher employees only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Substitute Teacher employee that KE Substitute Teacher must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the KE Substitute Teacher employees' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

IN GENERAL

I have read this job description for the KE Substitute Teacher employee, and it accurately describes the duties and responsibilities of the KE Substitute Teacher employee that we want them to perform. We agree to immediately notify our KE representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. We further understand that no changes may take effect until KE has formally agreed to the proposed change.

Upon signing this job description, I agree on behalf of the school district that this job description is incorporated by reference and made part of the agreement we have with Kelly Services, Inc. through its service offering, Kelly Education.

School District

Signature: _____

Print Name: _____

Title: _____

Date: _____

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.



JOB DESCRIPTION: EARLY CHILDHOOD EDUCATION (ECE) SUBSTITUTE TEACHER

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: Early Childhood Education (ECE) Substitute Teacher

Other job titles that Early Childhood Education Substitute Teachers may be known by include (but are not limited to):

Learning Support Assistant, Infant Lab/Kids Tech, Early Childhood Education Facilitator, Early Childhood Teacher, Lead Teacher, Head Teacher, Group Supervisor (Dependent on each state)

QUALIFICATIONS:

1. Meets state requirements for education/experience qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with children of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with staff and children.
6. Maintain child and center personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Center/District may find appropriate and acceptable and as agreed upon in writing by Kelly.
10. Dress in a safe and appropriate manner as described in the Kelly Standards of Professional Conduct.



REPORTS TO AND SUPERVISED BY:

Center/District Director. Kelly Early Childhood Education Substitute Teachers will work under the direct supervision of District/School/Center employees and receive day-to-day and all classroom specific instruction from the Center/District Director or Director's delegate.

JOB GOAL:

To assist, support, and work closely with supervising district/school teachers, administrators, and other team members in providing educational benefit for children. Tend to and protect children's physical, emotional, and social needs as well as routine care needs, including feeding, napping, diapering, per state licensing regulations.

RESPONSIBILITIES:

Substitute Teachers work at all times under direction and supervision of Center/District employees. In the absence of the full-time Early Childhood Education teacher, the substitute Early Childhood Education teacher is responsible for facilitating learning and teaching in integrated, inclusive Early Childhood Education classrooms (ages 0 to 5).

Duties of the substitute Early Childhood Education teacher may include implementing children's educational programs, supporting and following through with children's goals and accommodations, facilitating small and large group instruction, and performing daily administrative functions. The substitute Early Childhood Education teacher may be required to tend to the personal needs of children including lifting, holding, diapering, feeding and potty training, preparing class materials, performing clerical duties, and preparing and disinfecting room and toys. Any physical touching required by the Early Childhood Education facilitator should be relevant to the duties of the job.

Additional responsibilities include:

- a) Follow sign in/sign out procedures as prescribed by the Center/District/School Director.
- b) Assume duties of the regular Center/District/School classroom teacher promptly and in accordance with school rules.
- c) Complies with all building and administrative procedures and schedules. Promotes the proper use and care of school property.
- d) Implement existing lesson plans in a manner that ensures the integrity of academic time and motivates children to learn and participate.

- e) Instruct children regarding a variety of classroom topics/courses of instruction, as determined by the Center/School/District lesson plan.
- f) Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the children. Address the various learning styles of children accordingly.
- g) If serious or disruptive student behavior problems occur, seek assistance from a neighboring Center/District/School teacher or Director.
- h) Take all necessary and reasonable precautions to protect equipment, materials, and facilities.
- i) Uphold computer technology acceptable use policies.
- j) Maintain and/or assist in maintaining classroom control that fosters a safe, positive environment for all children and staff in accordance with Kelly Services, Center/District/School, state, and all applicable laws and regulations.
- k) Provide supervision of children and classroom environment to assure health, welfare, and safety of children.
- l) Allows all children to use the restroom (under direct supervision) if and when they request to do so. The Kelly Substitute Educator should never make judgment calls as to the authenticity of a student's request in this regard unless otherwise directed by Center/School/District personnel.
- m) Ensures that the children are never left unattended in the classroom.
- n) Report student injury, accidents, illness, and discipline problems to Center/District/School and Kelly supervisor immediately.
- o) Report all personal injury or school property and/or theft to Center/District/School and Kelly supervisor immediately.
- p) May include working with students with special needs.
- q) May include routinely sanitizing and disinfecting classroom and objects.
- r) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.

KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
Fully trained*, the contact aligns with your job description, and is a part of the
Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

Kelly Early Childhood Substitute Teacher employees shall not:

- 1. Use corporal punishment.
- 2. Lift more than 25 pounds.
- 3. Communicate information about a student or staff member with anyone but the Center/District/School Director
- 4. Leave money or valuables in the classroom.
- 5. Leave children unsupervised at any time during the day.
- 6. Perform Bus driving, Driving Education, and/or Crossing guard duties.
- 7. Administer breathing or feeding tubes.

8. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.

For the physical safety of the children and/or the Kelly Early Childhood Education Substitute Teacher and to avoid Kelly being held liable for injuries, the following duties shall not be performed:

1. Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
2. Have sole supervision of a playground unless at the Center/School/District's direction.
3. Have sole supervision for releasing a student(s) onto a school bus or other vehicle, unless at the Center/School/District's direction.
4. Transport children in a motor vehicle.
5. Be alone with a student in a private setting off site or assignments without on-site supervision from district/school personnel.
6. Administer medication unless at the Center/School/District's direction.

School District will use KE Early Childhood Education Substitute Teachers only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Early Childhood Education Substitute Teachers that KE Early Childhood Education Substitute Teacher must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the KE Early Childhood Education Substitute Teachers' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

IN GENERAL

I have read this job description for the KE Early Childhood Education Substitute Teachers, and it accurately describes the duties and responsibilities of the KE Early Childhood Education Substitute Teachers that we want them to perform.

We agree to immediately notify our KE representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. We further understand that no changes may take effect until KE has formally agreed to the proposed change.

Upon signing this job description, I agree on behalf of the school district that this job description is incorporated by reference and made part of the agreement we have with Kelly Services, Inc. through its service offering, Kelly Education.

School District

Signature: _____

Print Name: _____

Title: _____

Date: _____

JOB DESCRIPTION: SUBSTITUTE PARAEDUCATOR

The requirements listed below under the job title are representative of the knowledge, skills, and/or abilities required to perform the duties of this position.

JOB TITLE: SUBSTITUTE PARAEDUCATOR

Other job titles that a Substitute Paraeducator may be known by include (but are not limited to): Paraprofessional, Education Technician, Teacher Aide, Instructional Assistant, Classroom Assistant, Education Assistant, Learning Support Assistant, and Teaching Assistant

QUALIFICATIONS:

1. Meets state requirements for education qualifications.
2. Ability to lift materials and supplies, as well as assist in the implementation of an instructional support program with students of varying ages and sizes.
3. Ability to read, write and communicate in the English language fluently and effectively.
4. Has effective organizational, communication, and interpersonal communication skills.
5. Must be able to follow oral and written directions and have the ability to establish effective working relationships with School District staff and students.
6. Maintain student and school personnel confidentiality.
7. Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the classroom.
8. Manifests a positive role in school and community relations.
9. Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education.
10. Dress in a safe and appropriate manner as described in the KE Standards of Professional Conduct.

REPORTS TO AND SUPERVISED BY:

School Principal and/or Assigned District/School Teacher. Kelly Substitute Paraeducator will receive day-to-day and all classroom-specific instruction from the District/School.

JOB GOAL:

To assist, support, and work closely with supervising district/school teachers, administrators, and other team members in providing educational benefit and instructional support for students. Paraeducators may provide educational and instructional support for students in the areas of academic or learning, social interaction, behavioral, safety, communication, or mobility.

Dependent upon assignment, but always under direct supervision of District/School employees, this role may be working directly in a dedicated special education classroom, a resource room, a general education classroom, or anywhere in the school environment where students are receiving instruction. Under direct supervision of District/School employees, Paraeducators may be working with a student one-on-one or with a small group of students.

RESPONSIBILITIES:

Substitute Paraeducators work at all times under direction and supervision of District/School professional employees. District/School employees are responsible for developing curriculum, planning instruction, evaluating academic and behavior progress, developing goals and objectives, providing day-to-day supervision of the Substitute Paraeducator, ensuring classrooms are adequately staffed, and communicating progress to parents.

In the absence of the full-time Paraeducator, the Substitute Paraeducator provides classroom assistance to special needs students and to the assigned District/School teacher, who has ultimate responsibility for designing and implementing educational programs, activities and services.

The District/School teacher prepares the lessons, plans the instructional support activities the Substitute Paraeducator carries out, and evaluates the achievement of the students with whom the Substitute Paraeducator is working; and the Substitute Paraeducator works in close and frequent proximity and under the direction and guidance of the supervising District/School teacher(s). Under the guidance of the classroom teacher, the KE Substitute Paraeducator must:

- a) Allows all students to see the on-site nurse or visit the school clinic if and when they request to do so. The KE Substitute Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- b) Allows all students to use the restroom if and when they request to do so. The KE Substitute Paraeducator should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- c) Adheres to the Kelly Education Standards of Professional Conduct.

- d) Immediately notifies Kelly Education of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.
- e) The KE Substitute Paraeducator may need to assist with basic or routine hygiene activities involving the student's face or hands. These activities must be performed at the direction of or under the direct supervision of District/School personnel and must be directly related to the duties of the position. For example, assistance with handwashing or wiping the student's face.

KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
Fully trained*, the contact aligns with your job description, and is a part of the
 Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

UNACCEPTABLE DUTIES/RESPONSIBILITIES:

As a support role, KE Substitute Paraeducator employees should not:

- Have sole supervisory responsibility for the duration of the school day assignment.
- Prepare lesson plans.
- Use corporal punishment.
- Develop curricular materials.
- Provide direct instruction in place of a teacher.
- Introduce new content or skills.
- Assign grades to students.
- Give students a final grade and/or determine whether a student should pass or fail.
- Sole responsibility for contact with a parent to discuss a student's IEP, progress, or placement decision.
- Serve as substitute teachers unless they are qualified, trained, and approved to do so by Kelly Education.

For the physical safety of the students and/or the KE Substitute Paraeducator and to avoid KE being held liable for injuries, the following duties shall not be performed:

- Administer medication.
- Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
- Provide sole supervision of a playground.
- Provide sole supervision for releasing a student(s) onto a school bus or other vehicle.
- Transport students in a motor vehicle.
- Be alone with a student in a private setting (this includes In-house teaching, visiting a student's home for any reason, and/or assignments without on-site supervision from district/school personnel).
- Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

- Lifting more than 25 pounds

Additionally, KE employees should not be placed on special education/needs assignments that require a KE employee to perform the following duties:

- Physical restraint of a student.
- Participate or monitor activities involving feeding or breathing tubes.
- Participate or monitor activities involving student diapering or toileting activities.

School District will use KE Substitute Paraeducator employees only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Substitute Paraeducator employee that KE Substitute Paraeducator employee must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the KE Substitute Paraeducator employees' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

IN GENERAL

I have read this job description for the KE Substitute Paraeducator employee, and it accurately describes the duties and responsibilities of the KE Substitute Paraeducator employee that we want them to perform.

We agree to immediately notify our KE representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. We further understand that no changes may take effect until KE has formally agreed to the proposed change.

Upon signing this job description, I agree on behalf of the school district that this job description is incorporated by reference and made part of the agreement we have with Kelly Services, Inc. through its service offering, Kelly Education.

School District

Signature: _____

Print Name: _____

Title: _____

Date: _____

DRAFT

JOB DESCRIPTION: SUBSTITUTE CUSTODIAL WORKER

JOB TITLE: SUBSTITUTE CUSTODIAL WORKER. Other job titles that a substitute Custodial Worker may be known by include (but are not limited to): Janitor, Custodian, Maintenance Worker, etc.

QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to read, write and communicate in the English language fluently and effectively.
- c) Has effective organizational, communication and interpersonal communication skills.
- d) Must be able to follow oral and written directions and have the ability to establish effective working relationships with District/School staff and students.
- e) Must comply with school Safety Manual Rules and Regulations and OSHA requirements.
- f) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the school.
- g) Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

REPORTING STRUCTURE:

The Substitute Custodial Worker shall report to the School Principal or an authorized custodial manager or supervisor. Substitute Custodial Worker will receive day-to-day and all job-specific instruction from the School District.

JOB GOAL:

In the absence of a full-time Custodial Worker, the KE Custodial Worker will create a clean environment for students, staff and visitors in the assigned building. The Custodial Worker will act under the direction of the School District's full-time Custodial Manager or his or her designee, who has ultimate responsibility for designing and implementing custodial services.

RESPONSIBILITIES:

- a) Work at all times under direction and supervision of School District's full time, professional staff.
- b) Follow sign in and sign out procedures, as prescribed by the School District.
- c) Dresses in a safe and appropriate manner as described in the KE Standards of Professional Conduct.
- d) Assist in providing cleaning, maintenance and other custodial care services to the building and school grounds, under the direction and guidance of School District personnel.
- e) Follow the School District's cleaning and sanitation rules and procedures.
- f) Implement proper care, use, and safety of chemicals and equipment.
- g) Report any school building or grounds safety concerns, or faulty equipment to School District personnel.
- h) Report all personal injury or school property or theft to Kelly supervisor and District/School personnel immediately.
- i) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.

KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
Fully trained*, the contact aligns with your job description, and is a part of the
Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical

restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

UNACCEPTABLE DUTIES & RESPONSIBILITIES:

The Custodial Worker shall not:

- a) Have any supervisory responsibility for students.
- b) Lift more than 25 pounds
- c) For the physical safety of the students and the KE Custodian and to avoid KE being held liable for injuries, the Custodian shall not perform duties that will require or permit the following:
 - (1) Administer medication.
 - (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
 - (3) Physically move, touch, or be in any type of physical contact with a student.
 - (4) Be alone with a student in a private setting.¹
 - (5) One-on-one contact with special needs students including physical restraint or care.
- d) Deny any student the option to use the restroom if and when they request to do so unless otherwise directed by School District personnel.
- e) Deny any student the option to see the on-site nurse or visit the school clinic if and when they request to do so unless otherwise directed by School District personnel.
- f) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.

School District will use KE Custodial Worker employees only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Custodial Worker employee that KE Custodial Worker employee must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the KE Custodial Worker employees' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

IN GENERAL

I have read this job description for the KE Custodial Worker employee, and it accurately describes the duties and responsibilities of the KE Custodial Worker employee that we want them to perform.

We agree to immediately notify our KE representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. We further understand that no changes may take effect until KE has formally agreed to the proposed change.

Upon signing this job description, I agree on behalf of the school district that this job description is incorporated by reference and made part of the agreement we have with Kelly Services, Inc. through its service offering, Kelly Education.

School District

Signature: _____

Print Name: _____

Title: _____

Date: _____

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.

JOB DESCRIPTION: FOOD SERVICE WORKER

1) JOB TITLE: FOOD SERVICE WORKER (SUBSTITUTE)

Other job titles that a Substitute Food Service Worker may be known by include (but are not limited to): Culinary Worker, Cafeteria Worker, and School Nutrition Worker, etc.

2) QUALIFICATIONS:

- a) Meets state requirements for education qualifications.
- b) Ability to read, write and communicate in the English language fluently and effectively.
- c) Has effective organizational, communication and interpersonal communication skills.
- d) Must be able to follow oral and written directions and have the ability to establish effective working relationships with School District staff and students.
- e) Must comply with school Safety Manual Rules and Regulations and OSHA requirements.
- f) Endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in the school.
- g) Such additional qualifications to the above as the Board of Education may find appropriate and acceptable and as agreed upon by Kelly Education (KE).

3) REPORTING STRUCTURE

- a) The Substitute Food Service employee will report to the School Principal or Assigned School District Food Service Manager.
- b) The Substitute Food Service Worker will receive day-to-day and all job-specific instruction from the School District.

4) JOB GOAL

- a) In the absence of the School District full-time Food Service Worker, the Substitute Food Service Worker provides food service assistance and direct services to students.
- b) The Substitute Food Service Worker shall work under the direction of the School District's full-time Food Services Manager or other designee, who has ultimate responsibility for designing and implementing food preparation and services.

5) SCOPE OF RESPONSIBILITY

The Substitute Food Service Workers work at all times under direction and supervision of School District full-time, professional employees.

- a) Follow sign in/sign out procedures as prescribed by the School District personnel.
- b) Assist in providing food service preparation and services to students, and other related kitchen duties, under the direction and guidance of School District personnel.
- c) Dresses in a safe and appropriate manner as described in the KE Standards of Professional Conduct
- d) Follow all food safety and storage rules.
- e) Follow all established sanitation procedures.
- f) Operate all mechanical kitchen equipment correctly and safely.
- g) Assist in money and meal accountability.
- h) Cooperate with the School Food Service Manager to provide a positive and inviting dining experience for students and faculty.
- i) Report all personal injury or school property and/or theft to Kelly supervisor and School District personnel immediately.
- j) Allows all students to see the on-site nurse or visit the school clinic, if and when they request to do so. The Substitute Food Service Worker should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- k) Allows all students to use the restroom, if and when they request to do so. The Substitute Food Service Worker should never make judgment calls as to the authenticity of a student's request in this regard, unless otherwise directed by School District personnel.
- l) Immediately notifies my Kelly Education representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. No changes may take effect until Kelly Education has formally agreed to the proposed change.

6) KELLY EDUCATION 'S.A.F.E. TOUCH' POLICY

For the safety of the Kelly Education employee as well as that of students and district staff, Kelly Education requires adherence to a 'S.A.F.E. Touch' policy as it relates to physical contact between the Kelly Education employee and students.

'S.A.F.E. Touch' means that contact between the Kelly Education employee and students meets all of the following criteria:

Student and school staff have knowledge of the contact, and the contact is
Age appropriate, necessary, in line with district policy, positive and professional in nature, and you are
Fully trained*, the contact aligns with your job description, and is a part of the
Educational activity or lesson plan.

Contact between the Kelly Education employee and students or district staff should never be:

- (1) Aggressive, alarming, or violent
- (2) Part of an altercation or incident
- (3) Casual or informal
- (4) Restricting by use of force
- (5) Inappropriate or unprofessional, or
- (6) Considered sexual in nature.

*We understand that certain job duties do require extra training. In general, duties that fall outside of face and hand hygiene, and hand-over-hand or hand-under-hand prompting that would require additional training include, but are not limited to: student diapering or toileting assistance activities, and/or crisis de-escalation strategy methods which may involve physical restraint of a student. Proof of additional training completed, in the form of a training completion certificate with the Kelly Education employee's name listed, will need to be provided to and approved by Kelly Education prior to performing those job duties.

Contact between the Kelly Education employee and students that falls outside of the "S.A.F.E." touch policy may result in corrective action, up to and including removal of the Kelly Education employee from assignments or employment termination.

7) UNACCEPTABLE DUTIES/RESPONSIBILITIES

The Substitute Food Service Worker shall not:

- a) Have sole supervisory responsibility or any supervisory responsibility for students.
- b) Actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an assigned employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only.
- c) For the physical safety of the students and the Substitute Food Service Worker and to avoid KE being held liable for injuries, the Substitute Food Service Worker shall not perform duties that will require or permit the following:
 - (1) Administer medication.
 - (2) Diagnose an injury or illness that is actual, perceived, suspected, or claimed.
 - (3) Have physical contact with a student.
 - (4) Have sole supervision of the cafeteria and/or food service area.
 - (5) Be alone with a student in a private setting.¹
 - (6) One-on-one contact with special needs students including physical restraint or meal assistance.
- b) Lifting more than 25 pounds

School District will use Substitute Food Service Worker only in assignments consistent with the job descriptions for which KE places them, will not give duties to a Substitute Food Service Worker that the Substitute Food Service Worker must perform outside of School District's premises, and will take full responsibility for assignments or duties that differ from the Substitute Food Service Workers' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

School District will use KE Substitute Food Service Worker I employees only in assignments consistent with the job descriptions for which KE places them, will not give duties to a KE Substitute Food Service Worker employee that KE Substitute Food Service Worker employee must perform outside of School District's premises, and will take full

¹ This includes in-house teaching, visiting a student's home for any reason, having custody of a single student beyond the presence of other adults or students and/or assignments without on-site supervision from district personnel.

responsibility for assignments or duties that differ from the KE Substitute Food Service Worker employees' mutually agreed upon job duties, responsibilities, work environment, or location, unless mutually agreed to in writing.

IN GENERAL

I have read this job description for the KE Substitute Food Service Worker employee, and it accurately describes the duties and responsibilities of the KE Substitute Food Service Worker employee that we want them to perform.

We agree to immediately notify our KE representative of any proposed change in job duties or responsibilities that differ or are inconsistent with the standards contained herein. We further understand that no changes may take effect until KE has formally agreed to the proposed change.

Upon signing this job description, I agree on behalf of the school district that this job description is incorporated by reference and made part of the agreement we have with Kelly Services, Inc. through its service offering, Kelly Education.

School District

Signature: _____

Print Name: _____

Title: _____

Date: _____

DRAFT

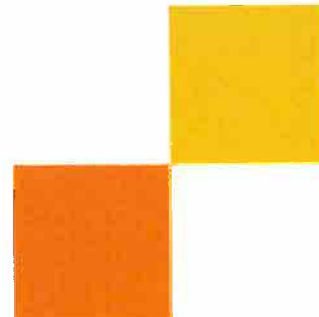
**Thank you for the
opportunity to submit
this proposal.**

Please contact us with any questions.

Cheryl Courier
Vice President and South Practice Lead
Mobile: +1 407.766.8825
Email: cheryl.courier@kellyservices.com

kellyeducation.com

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MT1772



Received
2/12/2024
12:10

SEALED RFP PACKAGE

SCHOOL BOARD OF CLAY COUNTY
PURCHASING DEPARTMENT
800 Center Street
Green Cove Springs Florida 32043

RFP Number	RFP 23-BA-130
RFP Name	Temporary Substitute and Other Staffing Services
Bidding Date/Time	February 14, 2024, 2:00 P.M.
Respondent	Kelly Services, Inc. 999 West Big Beaver Road Troy, MI 48084

June 6, 2024 - Regular School Board Meeting

Title

C21 - Cenergistic Energy Conservation Savings Program Contract Amendment #2

Description

Energy costs comprise a large portion of the School District budget. Energy conservation is making energy adjustments, monitoring those adjustments to predictable outcomes that save energy costs. This is an iterative process that requires constant monitoring to yield consistent and continuing long term results in energy savings throughout the School District. The renewal of the contract allows for that process to continue. The School District of Clay County does not have the personnel on staff with the experience or the time to be dedicated to this single function.

Gap Analysis

N/A

Previous Outcomes

The original contract has been in place since January 2016. The school district has had approximately 11 million dollars in cost avoidance to date.

Expected Outcomes

Continued savings on energy management programs.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Cenergistic Maintenance Agreement.

Contact

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

Financial Impact

\$23,900/month (36 months) for a Total of \$860,400 over 3 years.

Review Comments

Attachments

📎 [240167 Cenergistic Amendment #2.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 240167
Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:
June 6, 2024
WHEN BOARD APPROVAL IS REQUIRED DO
NOT PLACE ITEM ON AGENDA UNTIL
REVIEW IS COMPLETED
 Must Have Board Approval over \$100,000.00

Date Submitted: 4/26/2024

Name of Contract Initiator: Bryce Ellis Telephone #: _____

School/Dept Submitting Contract: Operations Cost Center # 9021

Vendor Name: Cenergistic

Contract Title: Energy Savings Contract Amendment # 2

Contract Type: New Renewal Amendment Extension Previous Year Contract # 210087

Contract Term: 36 months 6/ 0/2027 Renewal Option(s): Auto-Renew annually until Terminated

Contract Cost: \$23900/month or \$860,400 (14% Discount from current rate)

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT
Funding Source: Budget Line # _____
Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

____ Completed Contract Review Form

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

____ SIGNED Addendum A (if not an SBAO Template Contract) - When using the Addendum A, this Statement **MUST BE** included in the body of the Contract:
"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

____ Certificate of Insurance (COI) for General Liability & Workers' Compensation that meet these requirements:
COI must list the School Board of Clay County, Florida as an Additional Insured and Certificate Holder. Insurer must be rated as A- or better.
General Liability = \$1,000,000 Each Occurrence & \$2,000,000 General Aggregate.
Auto Liability = \$1,000,000 Combined Single Limit (\$5,000,000 for Charter Buses).
Workers' Compensation = \$100,000 Minimum
[If exempt from Workers' Compensation Insurance, vendor/contractor must sign a Release and Hold Harmless Form. If not exempt, vendor/contractor must provide Workers' Compensation coverage].

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

____ Release and Hold Harmless (If Applicable)

RECEIVED
By Elaine at 9:47 am, Apr 30, 2024

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	Energy Savings Contract - Extend Term
Review Date REVIEWED By Bertha Staefe at 3:45 pm, Apr 30, 2024	
School Board Attorney JPS	Renewal with no change to substantive language. Approved
Review Date 5/9/24	
Other Dept. as Necessary	
Review Date	

PENDING STATUS: YES NO **IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR**

FINAL STATUS _____ DATE: _____

CONTRACT REVIEW PROCESS FOR "ALL" CONTRACTS

A contract is defined as an agreement between two or more parties that is intended to have legal effect. This may include MOUs, Interlocal Agreements, Service Agreements and Contracts. Contracts document the mutual understanding between the parties as to the terms and conditions of their agreement, contain mutual obligations, and clearly state the agreement's consideration. The term consideration includes the cost of the services and/or products to be provided by second party (vendor or service provider) and any non-monetary performance. No school, department, or other organizational unit has authority to contract in its own name. All Board contracts must be made in the legal name of the Board, "The School Board of Clay County, Florida". The School or Department may extend this name to include the school or department as follows, "The School Board of Clay County, Florida o/b/o _____ (insert the school or department name)" where o/b/o means "on behalf of".

All contracts shall be reviewed and approved by the School Board Attorney and/or the Supervisor of Purchasing to ensure legality, compliance with Board policy, and to ensure the Board interests are protected before the authorized signatory may execute the contract.

All contracts having a value of \$100,000 or more shall be authorized by the Board at a regular or special meeting and signed by the Board Chairman. All approved contracts having a value of less than \$100,000 may be executed by the Superintendent or appropriate District administrator based on the value of the contract.

1. All approved contracts having a value of \$50,000 or more, but less than \$100,000 shall be signed by the Superintendent, or the person who has been designated, in writing by the Superintendent, as the Superintendent's Designee at the time of the contract signing. All contracts executed pursuant to this subparagraph shall be reported to the School Board in a separate entry as part of the monthly financial report.
2. All approved contracts having a value of \$25,000 or more, but less than \$50,000, shall be signed by the Superintendent, or the Assistant Superintendent for Business Affairs.
3. All approved contracts having a value of less than \$25,000 and contracts of any value described in Board Authorized Contracts above that are exempt from the requirement for Board approval, may be signed by the Superintendent, or the Assistant Superintendent for their Division, or Chief Officers, or Directors, or Principals.
4. The Superintendent is authorized to approve contract amendments or change orders for the purchase of commodities and services up to the amount of ten (10) percent or \$50,000, whichever is less, of the original contract amount that was previously approved by the Board.

Employees who enter into agreements without authority may be personally liable for such agreements, whether oral or written.

Step 1: Contract Initiator and Vendor prepare draft contract
(School Board Attorney Office (SBAO) Template Contracts available on SBAO webpage are strongly encouraged)

Step 2: Complete Contract Review Form, attach Required Documents to include the UNSIGNED Contract by the District / School.

For Contracts using Budgeted Funds or For No Cost / Master (County Wide) Contracts:
Initiator submits Contract Review Package to Purchasing Department - See Step 3

For Contracts using Internal Funds Individual to each School:
Initiator submits Contract Review Package direct to SBAO - See Step 4

IMPORTANT

Step 3: If Funded by Budgeted Funds, submit the Contract Review Package to the Purchasing Department. Purchasing will begin the contract review process and submit the contract to the SBAO for review. SBAO may reach out to Initiator and/or other Departments (Risk, IT,) with questions or concerns and will assist with contract revisions. SBAO will send the Contract Review Package back to the Purchasing Department for final processing and the return to Initiator.

Purchasing will log "District" Contracts (Cost/No Cost) on Contract Review Log and save copy of the Contract Review Package PLUS the Final Signed Contract you've return to Purchasing in the Contract Review Team Drive.

Step 4: If Funded by Internal Account (IA), submit the Contract Review Package directly to SBAO.
Email: contractreview@myoneclay.net
The SBAO will begin the contract review process and return it directly to Initiator

Step 5: The Initiator is responsible for finalizing the Contract which includes:
Addressing Comments/Revisions, Obtaining Required Signatures, Send District Final Signed Contract to Purchasing OR Retain Internal Accounts Final Signed Contract at School per School Board Record Policy.
If there is a Cost associated with Contract, the Initiator must work with their Bookkeeper to finalize the Purchasing Process.
Budgeted Funds require a District Purchase Order. Internal Accounts require an IA Purchase Order.

For assistance with legal-related matters, please visit the [School Board Attorney's Office \("SBAO"\) webpage](#) or call 904-336-6507
For assistance with insurance-related matters, please visit the [Business Affairs - Risk Management webpage](#) or call 904-336-6745
For assistance with District Purchasing, please visit the [Business Affairs - Purchasing webpage](#) or call 904-336-6736

Energy Savings Contract Amendment #2

This Energy Savings Contract Amendment #2 ("**Amendment #2**") is entered into on June 6, 2024 ("**Effective Date**"), by and between School Board of Clay County ("**Board**") and Cenergistic LLC ("**Cenergistic**"), to amend that certain Energy Savings Contract by and between the Board and Cenergistic with a Start Date of January 1, 2016, as amended by Energy Savings Contract Amendment #1 dated July 1, 2021 (as amended, "**Contract**").

WHEREAS, the Contract terminates pursuant to its terms on June 30, 2024 and whereas the Contract may be modified by a writing signed by the parties pursuant to Section 12(a) of the Contract; and

WHEREAS, the parties desire to (1) extend the term beyond June 30, 2024, (2) articulate the process to change the energy accounting software used to measure Savings, (3) change the Performance Fee (as defined in the Contract) for services delivered during the Second Extended Term, and (4) amend certain other provisions of the Contract.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree, and the Contract hereby is ratified and amended as follows:

1. Definitions. All capitalized terms used herein but not defined herein shall have the meanings assigned to them in the Contract.

2. Amendment to Section 3(b). The last sentence of Section 3(b) is amended and restated in its entirety as follows:

"The energy specialist will use an energy accounting software ("**Energy Accounting Software**") to maintain energy consumption and other information concerning Board energy consumption."

3. Amendment to Section 4(c). Section 4(c) is amended and restated in its entirety as follows:

"c. Energy Accounting Software. The effective management of energy information is a first step to achieving positive results through accountability. Energy consumption will be accounted for by an Energy Accounting Software, with which Cenergistic's energy consultants are knowledgeable and trained to provide support to the Board. No later than 90 days after the Start Date, the Board must license the Energy Accounting Software program (and pay the licensing fees) from EnergyCAP, Inc, or, if later recommended by Cenergistic to its clients, an alternative Energy Accounting Software program. Data input and maintenance will be managed and controlled, at Cenergistic's option, either by the Energy Specialist or at Cenergistic's corporate office, with Board access to review all data entry."

4. New Section 4(h). A new subsection (h) is added to the end of Section 4 in the Contract as follows:

"(h) The primary focal points of ongoing services during the Second Extended Term shall include:

- Dedicated assignment of Cenergistic Energy Specialist to Board
- On site and remote support from Cenergistic experts and engineers
- Enhanced sustainability driven by Cenergistic Optimize®
- Assistance with Program promotion and public relations opportunities
- Student engagement through Cenergistic Community®

- Healthy Building assessments and periodic CO₂ monitoring”

5. Amendment to Section 6. The following language is added to the end of Section 6 in the Contract as follows:

“At the end of the Extended Term, the Contract is extended for an additional thirty-six (36) month period (“**Second Extended Term**”) such that the Contract shall terminate on June 30, 2027. Notwithstanding anything in the Contract to the contrary, each twelve (12) month period during the Second Extended Term shall be a Performance Year, with the first twelve (12) month period being the “Ninth Year” and so on. The Contract shall include at least eleven (11) Performance Years. Further, at the expiration of the Second Extended Term (and any additional terms thereafter as a result of auto-renewal), the Contract shall automatically renew for an additional one (1) year period unless ninety (90) days prior written notice of non-renewal of the Contract is provided by a Party to the other Party. Provided such ninety (90) days prior written notice is given, termination at the end of the Second Extended Term or at the end of any auto-renewal will not trigger a Work Fee obligation.”

6. Amendment to Section 7(b). The following language is added as a new paragraph at the end of Section 7(b); all existing language in Section 7(b) remains:

“Performance Fee During Second Extended Term. For each month of the thirty-six (36) months during the Second Extended Term, the Board shall pay Cenergistic the amount of Twenty-Three Thousand Nine Hundred Dollars (\$23,900) (“**Second Extended Fee**”). This Second Extended Fee will be included in the definition of a Performance Fee as used in the Contract and will be the “Performance Fee” during the Second Extended Term. Cenergistic shall submit a billing statement to the Board for each month during the Second Extended Term, and payment is due no later than 30 days after the Board receives the billing statement. Failure to pay the billing statement within 60 days after it is due, at Cenergistic’s option, shall result in the Program being suspended (including, without limitation, the suspension of consultant and energy specialist participation in the Program). Savings shall continue to accrue during any suspension for failure to pay the billing statement. A valid request or need for an adjustment to a billing statement shall not be good cause for failure to pay a given billing statement; any appropriate adjustments shall be made to subsequent billing statements. The Board acknowledges and agrees that the Second Extended Fee amount is a discounted fee amount based on the Board’s agreement to enter into this Amendment #2 for the entire Second Extended Term and that the amount of the Second Extended Fee would be higher if the Board had not agreed to the length of the Second Extended Term. Therefore, the Board agrees to pay the Work Fee to compensate Cenergistic for the work performed by Cenergistic and for the benefits received by the Board (and not as a penalty) in the event a Work Fee payment obligation is triggered.”

8. Amendment to Section 8(a). The following is added as additional rows 6 and 7 to the Table in Section 8(a):

Performance Years Nine through Eleven	The lesser of (a) the remaining Second Extended Fees for the Second Extended Term or (b) an amount equal to six (6) Second Extended Fees
Subsequent Performance Years Due to Auto-Renewal	An amount equal to three (3) Second Extended Fees

9. Certain References in the Contract.

a. References to Term and/or Extended Term: The following references to “Term and/or Extended Term” in the Contract are hereby amended to read “Term, Extended Term and/or Second Extended Term”: (1) last sentence of Section 4(d), (2) the last sentence of Section 5(d)(iv), (3) second sentence of Section

7(e), (4) first sentence of Section 8(a), (5) first sentence of Section 8(b), (6) last sentence of Section 8(c), and (7) first sentence of Section 12(d).

b. References to EnergyCAP: (1) The three references to "EnergyCAP workshop" in Section 4(d) are replaced with "Energy Accounting Software workshop"; (2) the one reference to "EnergyCAP, Inc." in Section 4(d) is replaced with "Cenergistic"; (3) the two references to "EnergyCAP" in each of Section 5(d)(iii) and Section 7 of the M&V Plan are replaced with "Energy Accounting Software".

c. References to Software: All references to "Software" are replaced with "Energy Accounting Software".

10. Special Provisions Relating to Energy Accounting Software. In the event that the Board determines that it will not renew/extend its software license agreement with EnergyCAP, Inc. for the EnergyCAP® energy accounting software program (originally defined in the Contract as the "**Software**" but referenced in this Section 10, for clarity, as the "**ECAP Software**") at any renewal event for such ECAP Software, then the Parties agree as follows:

a. Amendment to Section 5 and M&V Plan. Effective upon the first day of a calendar month for which the ECAP Software is not actively licensed by the Board for the entire calendar month ("**Transition Date**"), Section 5 of the Contract is amended and restated in its entirety as follows, and the M&V Plan (referenced in Section 5 and attached to the Contract) is amended and restated as set forth in Exhibit A, attached hereto and incorporated by reference herein.

"5. **Measurement of Savings and Total Savings.** The value of the reduced energy consumption resulting from the Program ("**Savings**") will be measured following the Measurement and Verification Plan ("**M&V Plan**") attached as Exhibit A, and "**Total Savings**" will be as defined in the M&V Plan. Each reporting period will be a 12 month period ("**Performance Year**"). The "**First Performance Year**" or "**First Year**" shall mean the 12 month period beginning July 1, 2016 through the last day of June, 2017, with each succeeding Performance Year following the one before. Using the Energy Accounting Software, Savings and Total Savings shall be calculated for each Performance Year in comparison to the baseline, which is also referred to as the Base Year."

b. Export and Deliver Information. At least sixty (60) days prior to the Transition Date (and again upon expiration of the license for the ECAP Software, but only for the stub period), the Board shall require the Program Liaison to export from the ECAP Software and deliver to Cenergistic, in CSV or such other format specified by Cenergistic, the following data and information: (1) cost and consumption data from the first day of the Base Year through and including the most recent date for which such data and information is available, (2) all special adjustments that have been applied from the first day of the Base Year through and including the most recent date for which such data and information is available, and (3) such other information as Cenergistic may reasonably request.

c. License of Cenergistic Measure®. On or before the Transition Date, license Cenergistic Measure® from Cenergistic, which, on and after the Transition Date, shall be the Energy Accounting Software. On and after the Transition Date, the Energy Accounting Software (which on and after the Transition Date will refer to Cenergistic Measure®) will be used to calculate Savings and Total Savings.

d. No Recalculation of Savings. Except as set forth in the last sentence of this subsection, the Parties agree that the Savings and Total Savings calculated by the ECAP Software for Performance Years and partial Performance Years (if any) prior to the Transition Date will not be recalculated in the

Energy Accounting Software, and that the Energy Accounting Software will only be used to calculate Savings and Total Savings on and after the Transition Date. However, Savings and Total Savings for Performance Years and partial Performance Years (if any) prior to the Transition Date will be displayed in the Energy Accounting Software. Notwithstanding anything to the contrary herein, for up to three (3) months prior to the Transition Date for which data is materially incomplete in the ECAP Software as of the Transition Date, Savings and Total Savings may be calculated in the Energy Accounting Software using the amended Section 5 (set forth above) and the M&V Plan attached hereto as Exhibit A.

e. No Further Requirement to License EnergyCAP Software. After the Transition Date, the Board will no longer be required to maintain an active license for the ECAP Software.

12. Ratification of Contract. All other terms and conditions contained in the Contract, as modified by this Amendment #2, shall remain in full force and effect and are hereby ratified by the parties.

The Parties have executed this Amendment #2 effective as of the Effective Date.

SCHOOL BOARD OF CLAY COUNTY

CENERGISTIC LLC

By: _____

By: _____

Name: Ashley Gilhousen

Name: John Bernard

Title: Board Chair

Title: President and Chief of Staff

Date: _____

Date: _____

DRAFT

EXHIBIT A

MEASUREMENT AND VERIFICATION PLAN

This M&V Plan establishes the guidelines for measurement of electricity, coal, fuel oil, propane, natural gas, water, sewer, or other utilities purchased by the Client ("**Energy**") and the cost savings achieved through the Program.

1. **Scope:** All Energy in all facilities and infrastructure owned or leased by Client. A whole building (facility) approach will be used. All utility meters are included except meters for which (i) energy consumption is immaterial and/or (ii) the Program will not have a material impact on consumption.
2. **Meter Specifications:** Utility-grade meters used for billing are used except for (1) bulk fuel stored in tanks (where manual measurements may be used) or (2) master-metered campus situations (where submeters or usage data provided by the Client for internal billing may be used).
3. **Calibrated Simulations:** If metering equipment is determined to be unreliable, unavailable, or not accurately measure the effectiveness of the Program, Whole Building Calibrated Simulation, a process that uses a computer simulation tool to create a mathematical model of the building, will be used.
4. **Baseline:** Except for new construction (which shall be determined by Whole Building Calibrated Simulation), shall be established for each meter consisting of 12 consecutive months from the 24 month period preceding the Start Date and shall include Energy consumption, demand data, and other independent and relevant variable factors (for example, occupancy type, building information such as square footage, etc.).
5. **Adjustments:** Adjustments will be made by Cenergistic (supervised by licensed Professional Engineers, Certified Measurement and Verification Professionals, or Certified Energy Managers) for material changes in conditions that are independent of the Program and by the Energy Accounting Software for material changes, as follows:
 - Floor space or square footage
 - Occupancy type, occupancy schedule, or equipment scheduling
 - Facility construction/renovation or hardware efficiency upgrades
 - Alignment of the base year's consumption period to the current billing period
 - Equipment malfunctions that impact energy usage
 - Operational changes that are outside the Program
 - Weather, provided the Energy Accounting Software contains such a function
6. **Energy Value:** The value of each unit of Energy use avoided is the all-in rate per meter for that unit of Energy. The all-in rate is determined monthly by dividing the total expense by the total consumption for that meter for the prior rolling 12 months as reported by the utility company or as set forth below for solar ("Energy Value"). If the expense or consumption is materially distorted due to an anomaly (e.g., a water leak), then such expense and/or consumption may be modified to correct for such anomaly. Solar shall be valued at the Energy Value of the utility company supplied meter for the site or by calculating the Energy Value using the solar power purchase agreement's annual adjusted cost and solar production from the solar system. Net metering or spin back energy that was produced by onsite generation and not consumed by the buildings on-site will be excluded from both the measured utility consumption and cost to the buildings.
7. **Savings:** Energy savings are determined by comparing measured utility use before and after the Start Date for the similar time (i.e., baseline January is compared to performance year January) with adjustments and multiplying by the applicable Energy Value ("**Savings**"). "**Total Savings**" are Savings plus other measures unrelated to consumption reduction but that reduce the Client's out of pocket utility costs.

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract ends 6/30/2024 per termination letter attached

Contract # **210087**

Number Assigned by Purchasing Dept.



CONTRACT REVIEW

BOARD MEETING DATE:

June 3, 2021 at the latest

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

Must Have Board Approval over \$100,00.00

Date Submitted: 2/17/2021

Name of Contract Initiator: Phil Hans

Telephone #: 336-6827

School/Dept Submitting Contract: Maintenance Department

Cost Center # 9021

Vendor Name: Cenergistic

Contract Title: **Energy Savings Contract Amendment #1 to Prev Contract (Attached)**

Contract Type: New Renewal Amendment Extension Previous Year Contract # Board Apprvd 11/17/2015

Contract Term: Extend from 6/30/2021 - 6/30/2024 (36 months) Renewal Option(s): Auto Renew Annually (90 day notice)

Contract Cost: \$997,200.00 (36 months @ \$27,700.00) **PLUS: annual \$5,383 fee to EnergyCap**

BUDGETED FUNDS – SEND CONTRACT PACKAGE DIRECTLY TO PURCHASING DEPT

Funding Source: Budget Line # _____

Funding Source: Budget Line # _____

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

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

REQUIRED DOCUMENTS FOR CONTRACT REVIEW PACKAGE (when applicable):

Completed Contract Review Form

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

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

***This Statement MUST BE included in the body of the Contract:**

"The terms and conditions of Addendum A are hereby incorporated into this Agreement and the same shall govern and prevail over any conflicting terms and/or conditions herein stated."

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

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

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

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

Workers' Compensation = \$100,000 Minimum

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

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

COVID-19 Waiver (If Applicable)

Release and Hold Harmless (If Applicable)

RECEIVED
3/01/2021
SBAO

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

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department BY: B78 Review Date: 3/1/2021	Terms emphasized with Green mark on Amendment & Red are Questions below: What's the cost of EnergyCAP Software per Amendment Section 2 - Original Section 4c? What's the monthly Fee for auto-renewal per Amendment Section 4 / Section 5? \$27,700
School Board Attorney BY: ab Review Date: 4/28/21	\$997,200.00 over 3 years! To turn off the lights? Department needs to make the call to move forward with Contract as is 5/2/2021 - B78
Other Dept. as Necessary	
Review Date	
PENDING STATUS: <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, HIGHLIGHTED COMMENTS ABOVE MUST BE CORRECTED BY INITIATOR
FINAL STATUS	<input checked="" type="checkbox"/> APPROVED DATE: 5/12/2021

Department 9021
Understands terms
\$5,383 a year
Paid to EnergyCap

Cenergistic[®]

March 20, 2024

VIA HAND DELIVERY

School Board of Clay County
925 Center Street
Green Cove Springs, FL 32043
Attn: Bryce Ellis, Assistant Superintendent of Operations

Subject: Non-renewal of Energy Savings Contract, as amended ("Contract")

Dear Ms. Ellis:

As you know, we have had conversations about amending and extending our current business relationship, the terms of which are beneficial to both parties. We continue to look forward to entering into a contract under those new proposed terms and understand that you do not want to approach your Board on the new arrangement until we get closer to the end of the current contract, which expires June 30, 2024.

In the interim, the Contract has an automatic one-year renewal provision, unless one party gives notice to the other party at least 90 days prior to the termination date. As neither of us intend to renew for one year under the current terms, please accept this letter as written notice of non-renewal as contemplated by Section 6 of the Contract.

See
Amendment
240167
6/2024 Board

We look forward to entering into a new agreement under the proposed terms. Please reach out to me if you have any questions or concerns, or if I can ever support your efforts in Clay County in any way.

Respectfully,



Joseph Coburn, Ph.D.

Vice President of Client Management

(512)818-3042

jcoburn@cenergistic.com

Energy Savings Contract Amendment #1

This Energy Savings Contract Amendment #1 ("**Amendment #1**") is entered into on _____, 2020 ("**Effective Date**"), by and between the School Board of Clay County (the "**Board**") and Cenergistic LLC, ("**Cenergistic**"), to amend that certain Energy Savings Contract by and between the Board and Cenergistic with a Start Date of January 1, 2016 ("**Contract**").

WHEREAS, the Contract terminates pursuant to its terms on June 30, 2021 and whereas the Contract may be modified by a writing signed by the parties pursuant to Section 12(a) of the Contract; and

WHEREAS, the parties desire to (1) extend the term beyond June 30, 2021, (2) provide for additional services, (3) change the Performance Fee (as defined in the Contract) and (4) amend certain other provisions of the Contract.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties hereby agree, and the Contract hereby is ratified and amended as follows:

1. Definitions. All terms used herein but not defined herein shall have the meanings assigned to them in the Contract.

2. Amendment to Section 4(c). The following sentence is added to the end of Section 4(c) of the Contract:

"Notwithstanding anything contained herein to the contrary, effective the first day of the Extended Term, the Board's costs for the Software will be determined by the Board and Software provider, and Cenergistic makes no representations related to the Software, including but not limited to representations regarding the cost of such Software after the end of the Term and during the Extended Term."

3. New Section 4(g). A new subsection (g) is added to the end of Section 4 in the Contract as follows:

"(g) The primary focal points of services during the Extended Term shall include:

- Dedicated assignment of Cenergistic Energy Specialist to Board
- On site and remote support from Cenergistic experts and engineers
- Promote savings success
- Access by Board personnel to Cenergistic virtual training conferences
- Updated Energy Management Action Plan (EMAP) supported by Cenergistic proprietary software suite"

4. Amendment to Section 6. The following language is added to the end of Section 6 in the Contract as follows:

"At the end of the Term, the Contract is extended for an additional thirty-six (36) month period (the "**Extended Term**") such that the Contract shall terminate on June 30, 2024. Notwithstanding

anything in the Contract to the contrary, each twelve (12) month period during the Extended Term shall be a Performance Year, with the first twelve (12) month period being the "Sixth Year" and so on through the "Eighth Year". The Contract shall include eight (8) Performance Years. Further, at the expiration of the Extended Term (and any additional terms thereafter as a result of auto-renewal), the Contract shall automatically renew for an additional one (1) year period unless ninety (90) days prior written notice of non-renewal of the Contract is provided by a Party to the other Party."

5. Amendment to Section 7(b). The following language is added to the end of Section 7(b) as a new paragraph in the Contract as follows:

"Performance Fee During Extended Term. For each month of the thirty-six (36) months during the Extended Term, the Board shall pay Cenergistic the amount of Twenty-Seven Thousand Seven Hundred Dollars (\$27,700) ("**Extended Fee**"). This Extended Fee will be included in the definition of a Performance Fee as used in the Contract and will be the "Performance Fee" during the Extended Term. Cenergistic shall submit an Extended Fee billing statement to the Board for each month during the Extended Term. Payment is due no later than 30 days after the Board receives the billing statement. Failure to pay the billing statement within 60 days after it is due, at Cenergistic's option, shall result in the Program being suspended (including, without limitation, the suspension of consultant and energy specialist participation in the Program). Savings shall continue to accrue during any suspension for failure to pay the billing statement. A valid request or need for an adjustment to a billing statement shall not be good cause for failure to pay a given billing statement; any appropriate adjustments shall be made to subsequent billing statements. The Board acknowledges and agrees that the Extended Fee amount is a discounted fee amount based on the Board's agreement to enter into this Amendment #1 for the entire Extended Term and that the amount of the Extended Fee would be higher if the Board had not agreed to the length of the Extended Term. Therefore, the Board agrees to pay the Work Fee to compensate Cenergistic for the work performed by Cenergistic and for the benefits received by the Board (and not as a penalty) in the event a Work Fee payment obligation is triggered."

6. Amendment to Section 8(a). The following is added as additional rows 4 and 5 to the Table in Section 8(a):

Performance Years Six through Seven	An amount equal to six (6) Extended Fees
Performance Year Eight	The lesser of (a) the remaining Extended Fees for the Extended Term or (b) an amount equal to four Extended Fees

7. References to Term in the Contract. The following references to "Term" in the Contract are hereby amended to read "Term and/or Extended Term": (1) last sentence of Section 4(d), (2) last sentence of Section 5(d)(iv), (3) second sentence of Section 7(e), (4) first sentence of Section 8(a), (5) first sentence of Section 8(b), (6) last sentence of Section 8(c), and (7) first sentence of Section 12(d).

8. Sections 9 and 10. Effective on the first day of the Extended Term, Sections 9 and 10 of the Contract are hereby amended and restated in their entirety as follows:

"9. Termination Event. Upon termination of this Contract the Board shall promptly: (a) return to Cenergistic all materials and Proprietary Information previously furnished by

Cenergistic or accumulated by the Board in connection with the Program, including all copies thereof; (b) return or allow the removal by Cenergistic of any monitoring or sensor devices installed by Cenergistic or at any time upon Cenergistic request; and (c) cease using the Proprietary Information and implementing the Program. Notwithstanding the foregoing, the Board is not prohibited from: (i) using energy conservation information that is in the public domain or is obtained from sources other than Cenergistic, or (ii) hiring a person (other than an energy specialist trained by Cenergistic to assist with monitoring energy use or consumption.

10. Proprietary Program and Information. (a) Proprietary Information. The Board may have access to and use of any or all of the following: (1) Cenergistic's energy management program, (2) materials that are copyrighted, patented, protected by trade secrets and other information that is proprietary to Cenergistic and (3) Cenergistic software, including both browser based and mobile versions, upon acceptance of the terms of services associated with such Cenergistic software, which are hereby incorporated by reference, as the same may be developed and released by Cenergistic from time to time during the term of this Contract pursuant to a nonexclusive, nontransferable license to use Cenergistic software. Items (1) through (3) along with all database files created using the Software are collectively referred to as "Proprietary Information".

(b) Limitations on Use; Confidentiality. The Board hereby agrees that Cenergistic is the owner of all right, title and interest in and to the Proprietary Information. The Board agrees that nothing contained in this Agreement shall be construed as granting any ownership right to the Board in any Proprietary Information, or to any invention or any patent, copyright, trademark, or other intellectual property right. The Board shall not make, have made, use or sell for any purpose, any product or process using, incorporating or derived from any Proprietary Information. The Board shall not copy, modify, reverse engineer, decompile, create other works from, or disassemble any software programs contained in the Proprietary Information. The Board agrees that an invention or work created by the Board or any of its personnel based on or incorporating any of the Proprietary Information shall be owned exclusively by Cenergistic. The Board agrees that the Proprietary Information (including all copies) continues to be Cenergistic's property and should be kept confidential to the full extent permitted by law. The Board agrees not to challenge, or assist any third-party in challenging, Cenergistic's ownership rights in the Proprietary Information, and in any invention, patent, copyright, trademark, or other intellectual property right. The Board agrees that the Proprietary Information, including but not limited to the patents and copyrights of Cenergistic, are valid and enforceable. The Board shall not challenge the validity or enforceability of any patent, trademark or copyright owned by Cenergistic in any court, at the Patent and Trademark Office, or in any other forum or before any arbitrator. The Board shall give Cenergistic written notice and an opportunity to respond if the Board receives a third-party request for Proprietary Information. The Board shall not disclose the Proprietary Information to any unauthorized person or use it outside of the Board or this Contract. The Board shall assist Cenergistic in the protection of the Proprietary Information and shall execute all documents reasonably

necessary to vest and perfect title to the Proprietary Information in Cenergistic upon written request. The Board's obligations under this paragraph survive termination of this Contract. Board hereby agrees that breach of this subparagraph will cause Cenergistic irreparable harm for which recovery of money damages would be inadequate, and that Cenergistic shall therefore be entitled to obtain immediate and permanent injunctive relief, without the necessity of posting bond, as well as such further relief as may be granted by a court of competent jurisdiction.

(c) Non-Solicitation. While under contract with Cenergistic and for a period of two years following the termination of this Contract, the Board will not solicit, hire or retain any Cenergistic employees or contractors for employment or other work at or for the Board."

9. Deletion of Section 11. Effective the first day of the Extended Term, Section 11 is deleted.

10. Ratification of Contract. All other terms and conditions contained in the Contract, as modified by this Amendment #1, shall remain in full force and effect and are hereby ratified by the parties.

The Parties have executed this Amendment #1 effective as of the Effective Date.

SCHOOL BOARD OF CLAY COUNTY

CENERGISTIC LLC

By: Mary S. Bella

Name: Mary S. Bella

Title: Board Chair

Date: 6/24/21

By: John Bernard

Name: John Bernard

Title: President, Area Sales

Date: June 15, 2021



**School District of Clay County
Green Cove Springs, Florida**

**Teacher Inservice Center - Fleming Island High School
2233 Village Square Parkway Hearings for Special
Actions regarding Students - 4:00 p.m. Regular
Meeting - 7:00 p.m.**

November 17, 2015 - Regular Meeting

Agenda Item #44

Item Title

D-6 Review of Cenergistic Energy Conservation Program

Issue/Rationale

Energy costs comprise a large portion of the District's budget and are an area where small efficiencies in operations may provide significant payback. However, to be effective over the long term, this requires making adjustments to equipment as well as behavior, monitoring the effects of those adjustments, and then making further adjustments, as required. This is an iterative process that requires constant attention and monitoring to yield consistent, and continuing, results. At this point in time, the School District of Clay County does not have the personnel on staff with the experience, or the time, to be dedicated to this single function. Partnering with Cenergistic will provide the Board with three (3) dedicated Energy Specialists with the extensive backup and support network required to be effective on a continuing basis.

Recommended Action

Approve contract with Cenergistic

Financial Impact

There are no upfront costs to the District. Cenergistic will only be paid after a reduction in energy usage compared to the established base year has been verified. Cenergistic will receive one half of the verified savings on a month to month basis.

Submitted By

John Merrill, Assistant Superintendent for Support Services

Attachment: [Cenergistic Proposal Part 1.pdf](#)

Attachment: [Cenergistic Proposal Part 2.pdf](#)

Attachment: [Cenergistic Proposal Part 3.pdf](#)

Attachment: [Cenergistic Proposal Part 4.pdf](#)

Attachment: [Cenergistic Proposal Part 5.pdf](#)

Attachment: [Cenergistic Proposed Contract.pdf](#)

Attachment: [2015 Nov 17 - Cenergistic 2.pdf](#)

Energy Savings Contract

This energy savings contract is between the School Board of Clay County (the "Board") and Cenergistic LLC ("Cenergistic"). This contract is subject to all applicable state and federal laws.

Cenergistic® delivers customized, comprehensive people-driven energy conservation programs that focus on changing human behavior to help school districts, churches and higher education clients reduce their consumption of energy and water without any equipment upgrades. Implementation of these programs is guided by Cenergistic's team of energy consultants - together representing several hundred years of public school energy conservation experience. Cenergistic's clients can invest the financial savings that result in the lives of the people they serve, rather than in utility companies. Cenergistic guarantees the success of these programs as set out in paragraph 7 below. To date Cenergistic has served more than 1,360 clients in 48 states.

The Board is committed to its mission: "Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility." The Board uses electricity, gas, heating oil, water and sewer (collectively "energy") to fulfill its mission. The Board serves more than 36,000 children at its 42 campuses.

Cenergistic has offered to build and provide a customized energy conservation program that is focused on organizational and behavioral change and is designed with the following goals:

- Save dollars that the Board can reinvest in the people it serves;
- Preserve a quality learning environment for the Board's children;
- Conserve energy for a positive impact on the environment; and,
- Increase awareness to empower energy users to be energy savers.

Cenergistic will help the Board pursue these goals through implementation of its energy conservation program. Central to the success of this program is the recognition of shared responsibility between Cenergistic and the Board as the program is initiated and implemented. Cenergistic provides extensive resources, education and onsite training, action planning, and other conservation-related services, while the Board works cooperatively to implement Cenergistic's program.

Shared responsibility also extends into the way Cenergistic is compensated for its services. With this in mind, Cenergistic is providing three energy specialists who will serve on-site to lead and manage implementation of the energy conservation program and is offering a "performance fee" billing arrangement. This approach means the Board will not have to spend any amounts for on-site management of the program and 100% of Cenergistic's compensation is paid from the savings realized by the Board. Cenergistic's fee is contingent on the successful implementation of Cenergistic's conservation program.

As a part of this shared responsibility, Cenergistic offers a *QuickStart* during the early months. During the *QuickStart* the Board does not pay any fees to Cenergistic; at the same time Cenergistic delivers focus on priority elements of its Cenergistic energy management program for a quick start. The *QuickStart* accelerates net savings for the Board.

The parties therefore agree as follows:

1. **Program.** On January 1, 2016 ("Start Date") Cenergistic shall begin its work on this contract to provide the Board with a people-driven energy management program that is customized to enable the Board to reduce consumption of energy ("Program").

2. **Energy Consultants.** A Cenergistic team of energy consultants shall deliver the Program to the Board as follows:

- Through Cenergistic's on-site and ongoing assessments of the Board's facilities and based on Cenergistic's experience in having assessed thousands of client facilities, Cenergistic's energy consultants shall deliver hundreds of recommendations that are specific to the Board's environment.
- Cenergistic's energy consultants shall guide and assist the Board's Program implementation following Cenergistic's proven methodology, the Cenergistic energy management program.

3. **Energy Specialists.** (a) *Onsite Assignment.* Program implementation requires a daily focused effort in the Board's facilities and areas. This effort will initially be led by three energy specialists who can make conservation a priority while positively engaging people to conserve energy. Cenergistic may adjust the number of energy specialists depending upon the needs of the Program. Cenergistic shall take immediate actions to identify three persons to serve as energy specialists for the Board. The salary or contract expense for the energy specialist will be paid by Cenergistic. In the event the Program is suspended for reasons set out in paragraphs 7(b) or 8(c) below, the Board shall reimburse Cenergistic for the compensation of the energy specialist during the period of Program suspension. Cenergistic will not assign an energy specialist to the Board that is unacceptable to the Board (which acceptance shall not be unreasonably withheld).

(b) *Duties.* The energy specialists' primary duties will be to spend time in the Board's facilities to identify savings opportunities and to work closely with the Board's people to execute proven implementation strategies to change behavior linked to energy consumption. The effective management of energy information is also important for achieving positive results through accountability. For this the energy specialists will work to maintain energy consumption and other information related to energy use in the Board's facilities and areas. The energy specialists will use the EnergyCAP® energy accounting software program from EnergyCAP, Inc. ("Software").

(c) *Local Resources.* Within 30 days after the selection of the energy specialists, the Board will provide the energy specialists with office space, an office phone, internet access, email address, on-campus parking, building keys and alarm codes. Use of these resources is subject at all times to Board policies and procedures. If requested due to safety or security concerns, the Board will provide a commissioned security officer to accompany the energy specialists while performing facilities assessments outside of normal business hours.

4. **Program Implementation.** (a) *Prompt Start.* Once Cenergistic has assigned energy specialists to work on-site, the Board will promptly begin and then continue to implement the Program.

(b) **Commitment and Communication.** In Cenergistic's experience, the success of the Board's Program implementation will be a function of the demonstrated commitment of the school board, superintendent and other administrators, e.g. through timely communication of high level support for the Program. More specifically, no later than 60 days after the Start Date, the school board must adopt an appropriate policy and the administration must adopt appropriate administrative guidelines reflecting the Board's commitment to the Program. The Board shall communicate these guidelines to its people, construction contractors and on-site management service providers, if any. Cenergistic will facilitate semi-annual progress reports for the school board. The Board will make its utility records available for review and copying on request of the energy specialist, Program Liaison or Cenergistic.

(c) **Software Tool.** The effective management of energy information is a first step to achieving positive results through accountability. Energy consumption will be accounted for by using a third party software program, EnergyCAP®, with which Cenergistic's energy consultants are knowledgeable and trained to provide support to the Board. No later than 90 days after the Start Date, the Board must license the EnergyCAP® energy accounting software program from EnergyCAP, Inc., or, if later recommended by Cenergistic to its clients (e.g. because EnergyCAP® ceased to be available), an alternative software program ("Software"). The Board's cost for the Software is \$13,800 per year for the first three years and \$5,382 per year thereafter. Data input and maintenance will be managed and controlled, at Cenergistic's option, either by the Energy Specialist or at Cenergistic's corporate office, with Board access to review all data entry.

(d) **Program Liaison.** Within thirty (30) days after the Start Date, Cenergistic and the Board will discuss and collaborate on identifying one of the Board's senior-level business officials to serve as the liaison and primary point of contact for the Board on the Program ("Program Liaison"). The Program Liaison should be accessible and responsive to Cenergistic for communication and meetings and may not be someone who is unacceptable to Cenergistic. Cenergistic will offer education and training for the Program Liaison (and any replacement Program Liaison) to effectively serve in the role, with an emphasis that will promote the Program Liaison's role in reviewing all savings determinations. To assist in the education and training, at the next scheduled session after the Start Date, the Program Liaison shall attend, at Cenergistic's expense, the EnergyCAP workshop provided by EnergyCAP Inc. in Dallas, TX. The Program Liaison may bring other Board representatives to the EnergyCAP workshop, at Board expense. In the event there is a replacement Program Liaison, after designation for that position, that person shall attend the next offered EnergyCAP workshop, at Cenergistic's expense, in Dallas, TX. The Program Liaison position shall not be vacant for more than thirty (30) consecutive days during the Term of the contract.

(e) **Access, Authority and Control.** The energy specialists need to have access to the Board's systems controls, including the energy management systems ("EMS"), and the authority (in communication and coordination with other Board personnel) to make changes so that facilities are not operated outside of the established policy and guidelines. The energy specialists need the authority to: (1) program the EMS including changes in the temperature settings and run times of EMS controlled equipment (e.g. HVAC, water, heating and lighting systems), and (2) change settings and run times for each facility's equipment and systems (e.g. lighting, sewer and water systems, time clocks and thermostats) that are not controlled by the EMS. The energy specialists will not have authority to make

any changes that violate Board established policy and guidelines and the Board retains the right to suspend the energy specialists' access at any time. In the event of such a suspension the Board will immediately inform Cenergistic of the suspension and the basis. The Board shall provide such access and authority to the energy specialists within 30 days of the energy specialists' first day of on-site work. This contract does not alter the Board's exclusive right of control over its people and facilities and its pre-existing responsibility, if any, to provide reasonable premises safety.

(f) **No Third Party Interference.** The Board shall not allow any third party to interfere with the Board's Program implementation.

5. **Savings Determination.** (a) *General.* Energy savings are determined in accordance with the Measurement and Verification Plan ("M & V Plan") attached hereto by comparing measured use before and after the start of Program implementation, with appropriate adjustments for changes in conditions that are independent of the Program. The simple formulaic expression is:

Avoided Energy Use (or Savings) = Adjusted-Baseline Energy – Reporting-Period Energy ± Non-Routine Adjustments of baseline energy to reporting-period conditions

The energy specialists shall use the Software to calculate the Board's savings by subtracting the energy actually used (i.e. consumption: kWh, BTUs, gallons, etc.) in each Performance Year (as defined below) from the use in the Base Year (as defined below), plus or minus any Adjustment Variables (as defined below), and applying the price (based on the blended rate to the Board for each type of energy purchased by the Board for all sources of energy except for solar which shall be valued as set out in paragraph 5(d)(iii) below) ("**Savings**"). The "**Total Savings**" means the Savings and any additional verifiable cost containment or avoidances resulting from the Program (e.g. utility refunds received as a result of a Program billing audit), in accordance with current industry-accepted valuation methodology. Savings reports shall be delivered to the Program Liaison for review and verification. The Program Liaison will work diligently to review reported Savings and will present any questions about the savings reports within five business days of receipt. Cenergistic's projections of Total Savings when using the Program are based upon energy consumption and other data furnished by the Board.

(b) **Baseline Period.** A 12 month baseline period will be established as set out in the attached M & V Plan by Cenergistic and the energy specialists, in consultation with the Program Liaison. The Software will be used to establish a baseline period consisting of 12 consecutive months that precede the Start Date ("**Base Year**"). The Board represents that the historical utility usage data provided to Cenergistic for the purpose of savings projections is accurate. If it is later determined that either: 1) there is a variation between the data provided and the accurate utility usage of ± 5% or more or, 2) changes in the 12 months preceding the Start Date would cause those 12 months to not accurately reflect actual pre-program usage by the Board ("variation"), Cenergistic may select as the Base Year an alternate 12-month period from the 36 months preceding the Start Date. For new construction, the energy specialists and Cenergistic, in consultation with the Program Liaison, will use detailed, calibrated simulation analysis to compile the Base Year.

(c) **Reporting Period.** Each reporting period will be a 12 month period ("**Performance Year**"). The first Performance Year will begin after the energy specialists start work and the *QuickStart* (as defined below) ends ("**First Year**") and each Performance Year is consecutively named. The "**Second Year**" means the 12 month reporting period following the end of the First Year, the "**Third Year**" follows

the Second Year, and so on. Using the Software, Savings shall be calculated for each Performance Year in comparison to the Base Year.

(d) **Appropriate Adjustments.** (i) Adjustments to the baseline shall be made in accordance with the M & V Plan to recognize that the operating environment changes in ways that impact energy use but are independent of the Program (e.g. the weather) and function simply to bring energy use in the two time periods to an equivalent set of conditions.

(ii) The Software allows appropriate adjustments to the Base Year, using available data to account for the following factors occurring during the Performance Year that affect the energy used in facilities ("Adjustment Variables"): outside temperature; floor space; occupancy type or schedule; amount, type or use of equipment; number of days in the billing period; energy rates; and reasonably estimated energy loads added or reduced after Program implementation.

(iii) The Software also allows other appropriate adjustments for a more accurate Savings calculation. If the Board has experienced abnormal temperatures during the Base Year, a total of 36 months of billing information will be used to create a more accurate statistical model for the Board. The Board shall communicate the Board's energy conservation guidelines to its construction contractors and on-site management service providers, if any. Savings will be determined using either calibrated simulation or by making appropriate adjustments, as mutually agreed by the parties, in the event of any of the following: (a) the guidelines are not substantially followed by third party construction contractors or on-site management service providers; (b) the Board chooses not to substantially implement Cenergistic's water conservation recommendations; or, (c) there are equipment malfunctions that negatively impact program savings. Agreement concerning the calibrated simulation or appropriate adjustments will not be unreasonably withheld by either party. In the event solar electricity is implemented by the Board, the parties agree to a process that recognizes net metered electric generation to exclude any solar production from the reported EnergyCAP use and cost avoidance. Solar energy produced (that was consumed by the building) is tracked in EnergyCAP to allow for the total energy consumption comparisons. All savings reported in the cost avoidance reports shall be from energy purchased from the grid (metered electricity) so it will be valued at the grid average unit cost (as "average unit cost" is defined in this contract and Measurement and Verification Plan).

(iv) The data will continue to be reviewed for accuracy during the term of the Contract. In the event there are inaccuracies in the data or there are data entry errors (i.e. information not known at the time, incorrect meter reading or data entered into the Software incorrectly), the data may be updated to correct such errors that occurred during the twelve (12) months immediately preceding the latest monthly billing statement. Data prior to the twelve (12) months immediately preceding the latest monthly billing statement will be deemed to be accurate by the parties.

6. **Term.** This contract shall be for a term beginning on the Start Date and ending on the due date for the Performance Fee payment for the last month of the Fifth Year ("Term").

7. **QuickStart and Fees.** (a) **QuickStart.** The Board shall not pay any Performance Fees to Cenergistic during the *QuickStart* period, beginning on the Start Date and ending six months after the Start Date, or on such later date as determined by Cenergistic ("QuickStart").

(b) **Performance Fee.** Cenergistic's Performance Fees are based on the Total Savings the Program achieves during the first five Performance Years ("Fee Period"). For each month during the Fee Period, the Board shall pay Cenergistic a fee in an amount equal to 50% multiplied by the Total

Savings for that month ("Performance Fees"). Cenergistic shall submit a Performance Fees billing statement to the Board for each month during the Fee Period. Payment is due no later than 30 days after the Board receives the billing statement. Failure to pay the billing statement within 60 days after it is due, at Cenergistic's option, shall result in the Program being suspended (including, without limitation, the suspension of consultant and energy specialist participation in the Program). Savings shall continue to accrue during any suspension for failure to pay the billing statement. A valid request or need for an adjustment to a billing statement shall not be good cause for failure to pay a given billing statement; any appropriate adjustments shall be made to subsequent billing statements.

(c) **Billing Audit Contingent Fees.** As indicated above, the Board shall not pay any Performance Fees during the *QuickStart*. However, the Board shall pay Cenergistic a fee in an amount equal to 50% multiplied by the amount of any refund or credit that the Board receives during the *QuickStart* from a third party provider of energy as a result of a Program billing audit ("Billing Audit Contingent Fees"). Any such credit or refund received during the Fee Period shall be payable according to paragraph 7(b). Cenergistic shall submit a Billing Audit Contingent Fees billing statement at the start of the Fee Period. Payment is due no later than 30 days after the Board receives the billing statement.

(d) **Additional Districts.** In the event the Board acquires, contracts with, or otherwise becomes responsible for educational services for another district ("acquired district"), or is requested by another district ("requesting district") to allow one of the energy specialists to provide energy management support, the Board agrees to not share, utilize, or include the Program (including the use or services of the energy specialists trained by Cenergistic) to any extent, in any facilities in the acquired or requesting district without Cenergistic's express written consent and payment of additional fees as mutually agreed.

(e) **Savings Guarantee.** Cenergistic's commitment to the quality of the Program is evidenced by Cenergistic's Savings Guarantee (as defined below). Cenergistic shall reimburse the Board for the difference if the Board's Costs (as defined below) exceed its Total Savings, computed from the Start Date to the end of any Performance Year during the Term ("Savings Guarantee"). Due to the cumulative nature of the Savings Guarantee it is necessary to specify that Cenergistic shall not make reimbursement for amounts that Cenergistic has already paid or reimbursed for a prior Performance Year. To be eligible for the Savings Guarantee the Board must have substantially implemented the Program. The "Board's Costs" means the total amounts paid for initial and renewal costs of the Software, and the Performance Fees. Cenergistic shall pay the Board a required reimbursement no later than 90 days after the results for the prior Performance Year have been finalized by Cenergistic and the energy specialist. If Cenergistic fails to make a required reimbursement, the Board may terminate this contract without payment of a Work Fee and recover the amount of the required reimbursement from Cenergistic.

8. Board Termination for Convenience or Lack of Substantial Implementation. (a) As provided in this contract Cenergistic anticipates a long-term relationship and remains committed to the Board through the Term and beyond. However, the Board may terminate this contract for any reason and without cause as provided in this paragraph. Also, Cenergistic may terminate this contract in the event that even after notice and an opportunity to remedy the Board is not substantially implementing the Program (as defined below). In either instance, the Board must pay a Work Fee to compensate Cenergistic for its Intellectual Property, the work performed by Cenergistic and for the benefits received by the Board (and not as a penalty) ("Work Fee"), with the calculation based upon the date of termination, as follows:

Quick Start through the end of Performance Year One	<ul style="list-style-type: none"> a. Payment for the value of Cenergistic's Intellectual Property and the continuing benefits of the program after termination: in the amount of \$227,400 which represents 15% of Projected Performance Year One Total Gross Savings per the Cenergistic matrix; plus b. \$700 per day, for each Cenergistic employee on-site from Start Date through the termination date to cover costs including overhead
Performance Years Two through Four	An amount equal to the preceding twelve months' Performance Fees
Performance Year Five	The lesser of: (a). the remaining projected fees for Performance Year 5 per the Cenergistic matrix; or, (b). an amount equal to the preceding four months Performance Fees

(b) To validly exercise its right to terminate during the Term for any reason and without cause (including if there is no appropriation of funding or for any other termination that is not based on Cenergistic's failure to perform its material obligations under this contract) (a "Termination for Convenience"), the Board shall provide Cenergistic with at least 60 days prior written notice and shall promptly pay Cenergistic (1) a Work Fee, plus (2) an amount equal to the unpaid Monthly Performance Fees and Billing Audit Contingent Fees, if any, but only through the termination effective date. The Board's right to terminate for convenience does not limit the rights and remedies of the Board. More specifically, if Cenergistic fails to perform its material obligations under this contract, the Board's legal rights and remedies are not limited by the terms of this paragraph. If the Board contends Cenergistic has committed a material breach of the contract, the Board will provide written notice to Cenergistic specifically describing the breach and giving Cenergistic a reasonable opportunity and time (not less than 30 days) to cure the claimed breach before taking other action. If the material breach is not remedied by Cenergistic following the notice as set out above, the Board may terminate this contract without any obligation to pay a Work Fee.

(c) Substantial Implementation. If Cenergistic reasonably determines that the Board is not substantially implementing the Program, Cenergistic shall give the Board written notice of its determination (including specific details supporting Cenergistic's determination and specific recommendations for appropriate Board action) and, at Cenergistic's discretion, the Performance Year and payment of the Performance Fees shall be suspended until the Board is substantially implementing the Program. The Board shall act within a reasonable time to cure such failure, with curative steps being taken within sixty (60) days after receipt of the written notice referenced above. If the parties are unable to agree on whether the Board is substantially implementing the Program, the parties agree to meet to resolve the differences as set out in paragraph 12(c) below. "Substantial implementation of the Program" does not require the Board to have implemented the Program in every detail. To "substantially implement" the Program means that the process of implementation is material to the extent that the program functions

as intended. It requires that the Program has been implemented in its material elements, or almost fully implemented. Without limiting the foregoing, the following shall be a lack of substantial implementation for purposes of this paragraph: (i) failure to pay a billing statement within 90 days from the due date; or, (ii) if the Board directs Cenergistic to stop work for reasons other than a material breach of this contract and such notice is not withdrawn within sixty (60) days after initial delivery to Cenergistic. For purposes of determining savings, savings shall continue to accrue through any suspension period. If Cenergistic reasonably determines the Board continues to fail or refuse to substantially implement the Program following such notice and opportunity to remedy, (including the opportunity to follow the dispute resolution process set forth in Paragraph 12(c) below), then Cenergistic may exercise this right to terminate during the Term on written notice and the Board shall promptly pay Cenergistic: (1) a Work Fee as calculated according to this paragraph 8 above, plus (2) an amount equal to the unpaid Performance Fees and Billing Audit Contingent Fees, if any, but only through the termination effective date.

9. **Termination Event.** Upon termination of this contract the Board shall promptly: (a) return to Cenergistic all materials and Proprietary Information previously furnished by Cenergistic or accumulated by the Board in connection with the Program, including all copies thereof; (b) cease using the Proprietary Information and implementing the Program; and (c) discontinue the employment of any Board energy specialists trained by Cenergistic in that position.

10. **Proprietary Program and Information.** (a) The Board will have access to and use of Cenergistic's energy management program as well as materials that are copyrighted, trade secrets and other information that is proprietary to Cenergistic (collectively "Proprietary Information"). Furthermore, the Proprietary Information also includes all database files created using the Software.

(b) The Board agrees that the Proprietary Information (including all copies) continues to be Cenergistic's property and should be kept confidential to the full extent permitted by law. The Board shall give Cenergistic written notice and an opportunity to respond if the Board receives a third party request for Proprietary Information. The Board shall not disclose the Proprietary Information to any unauthorized person or use it outside of the Board or this contract. The Board shall assist Cenergistic in the protection of the Proprietary Information. The Board's obligations under this paragraph survive termination of this contract.

(c) While under contract with Cenergistic and for a period of two years following the termination of this contract, the Board will not solicit, hire or retain any Cenergistic employees or contractors for employment or other work at or for the Board.

11. **Program Continuation.** (a) **No More Fees.** Once the Board has paid all fee amounts owed to Cenergistic for the Fee Period and so long as: (i) the parties mutually agree to the continuation details as set out in 11(b) below, and (ii) the Board continues to substantially implement the Program, (which shall include maintaining current performance data in the Software), the Program shall continue with no additional fee payments to Cenergistic. During this Program Continuation period the Board may continue to implement and utilize the Program but always subject to the Board's continuing obligations in this contract regarding the Proprietary Information (as defined and set out above).

(b) **Transition at end of Term.** To allow for a smooth transition from the contract term to the sustainability phase, no later than six (6) months prior to the end of the Term the parties will meet to mutually agree upon the following transition and continuation details: (i) all issues concerning the energy specialist during the Program Continuation phase including, but without limitation, the process of

selection, compensation, training and employment, and (ii) any optional value added services to be provided by Cenergistic. In the event the parties are unable to mutually agree upon the necessary details for Program Continuation prior to the end of the Term, the Program will terminate at the end of the Term.

12. **Miscellaneous.** (a) This contract constitutes the entire agreement of the parties with respect to the subject matter of this contract. This contract supersedes the parties' prior communications, requests, responses, proposals, offers and agreements, if any. This contract may be modified only by a writing signed by the parties. Invalidity or unenforceability of one or more provisions of this contract shall not affect any other provision of this contract.

(b) In an action to enforce or construe this contract in a court with competent jurisdiction, the prevailing party shall be entitled to recover its reasonable and necessary attorneys' fees and costs of court.

(c) **Dispute Resolution.** Open communication and cooperation of the parties is vital to the success of the Program and to the settlement of disputes if they arise. If a dispute persists, either party may suggest an executive meeting for review and resolution. The party suggesting the meeting should identify the issues in dispute and coordinate a face-to-face meeting at the Board to review the issues and solution options. The executive officer for each party who has full authority to discuss the issues and commit to effective solutions shall attend and participate in the meeting. Also, those persons with firsthand knowledge of the issues must be available for the meeting. No dispute under this contract shall be subject to litigation proceedings prior to completing the meeting, except for an action to seek injunctive relief.

(d) **Insurance.** During the Term, Cenergistic will maintain insurance and upon request after the Start Date, Cenergistic will furnish certificates of insurance for the following coverage amounts: (1) Worker's Compensation – Statutory requirements and benefits; (2) Automobile Liability - \$2,000,000.00 per accident, bodily injury and property damage combined; (3) Commercial General Liability - \$1,000,000.00 per occurrence and general aggregate, to include contractual liability, premises operation liability, independent contractor's liability, explosion, collapse and underground property damage, personal liability and products liability. The Board shall be named as an additional named insured on the general liability and automobile insurance coverage. On request of the Board, Cenergistic will produce a certified copy of any insurance policy.

(e) **Indemnification.** Cenergistic agrees to indemnify and hold harmless the Board and the Board's Indemnitees (defined below) from and against any and all losses (defined below) and to defend the Board and the Board's indemnitees from and against any and all claims (defined below), arising out of Cenergistic's actual omission, act or negligence in the performance or failure to perform its obligations under this contract, and Cenergistic's activities hereunder, including the activities of the energy specialist, or other persons employed or authorized by Cenergistic in the performance of the contract, but excepting liabilities due to the negligence, gross negligence or willful misconduct of the Board. The "Board's Indemnitees" means its respective Board members, agents, volunteers, officers, administrators, trustees and other employees. The "losses" means all bodily injury, property damage, personal injury, penalties or fines, and other liabilities and damages, including reasonable attorneys' fees and costs. The "claims" means all third-party claims, allegations, demands, lawsuits or other proceedings initiated by third parties. Without waiving the foregoing, Cenergistic specifically agrees to indemnify the Board from any losses to Board property arising out of Cenergistic's actual omission, act or negligence in the performance or failure to perform its obligations, under this contract. Notwithstanding any contrary

contractual language, nothing in this contract shall be construed or interpreted to increase the scope or dollar limit of the Board's liability beyond that which is set forth in 768.28 FL. Statutes. This indemnification provision shall survive the termination of the contract.

(f) **Governing Laws.** This contract shall be governed by, construed, and enforced in accordance with the laws of the State of Florida. Jurisdiction and venue for all disputes hereunder shall be in the state courts located in Clay County, Florida, or in the federal district court with jurisdiction over Clay County, Florida.

Each party is signing this contract on the date stated under that party's signature.

School Board of Clay County

CENERGISTIC LLC

By: *Johnna McKinnon*
Name: Johnna McKinnon
Title: Chairperson
Date: 11-18-15

By: *John Bernard*
Name: John Bernard
Title: President
Date: November 11, 2015

School Board of Clay County, FL - K12 TK MES 5yr CONTRACT v.4 111115

DRAFT

MEASUREMENT AND VERIFICATION PLAN

This Measurement & Verification Plan ("M&V Plan") is prepared for School Board of Clay County (the "Organization") by Cenergistic and is agreed to by the parties as the M&V plan in accordance with the protocols of the International Performance Measurement and Verification Protocol ("IPMVP") for the energy program delivered by Cenergistic pursuant to the contract with a Start Date of January 1, 2016.

This M&V Plan is prepared in accordance with Section 7 of IPMVP Core Concepts (EVO 10000-1:2014).

The IPMVP guideline, developed and maintained by the nonprofit Efficiency Valuation Organization (see www.EVO-World.org), is the most current and widely-recognized guideline promulgated by a non-profit and impartial source. The IPMVP is the product of an international consortium of volunteers working together to promote standardized methods for the correct valuation of energy efficiencies.

IPMVP includes guidance for many types of energy management initiatives and circumstances; not all guidance is applicable in all cases. The purpose of this M&V Plan is to document how the M&V guidance contained within IPMVP will be specifically applied to this contract. In cases of variance between specific provisions of IPMVP and this M&V Plan, this Plan takes precedence.

- 1. ECM Intent** The energy conservation measures ("ECMs") reduce electricity, gas, water and other energy usage and cost, depending on the specific facility. Many varied ECMs will be used to achieve the savings. ECMs will be operational in nature (not equipment, facility or hardware retrofits) and are generally categorized as turning off energy-using systems when not necessary, setting back energy-using systems when possible, and improving efficiency of energy-using systems when in use. Space conditions, during both occupied and unoccupied periods, will change as necessary to comply with the organization's published energy policy and administration guidelines.
- 2. Selected IPMVP Option and Measurement Boundary** IPMVP Option C (Whole Facility) will be used for savings determination because it is the most appropriate M&V method for total facility energy reduction when all energy-using systems are affected and ECMs cannot be isolated, submetered or simulated by computer model. Option C was also chosen because many ECMs will be involved, and some of them cannot be directly measured. Utility meters for electricity, gas, heating oil, water and sewer will be included in the savings M&V for the organization. Together, these meters will account for all energy use by each facility. The total savings is the sum of savings for each facility. The measurement boundary includes all facilities and infrastructure owned and leased by the Organization. In the event metering equipment is determined to be unreliable, Option D, Calibrated Simulation, will be used.
- 3. Baseline: Period, Energy and Conditions** Using the Software (as defined in the contract, hereinafter "Software"), a baseline period shall be established for each meter consisting of 12 consecutive months that precede the energy program Start Date. Normally this will be the 12 months immediately prior to start date, but under circumstances described in the contract, an alternate 12-month period may be chosen.

The baseline data for each meter will be defined and available in the M&V Software upon import and preparation of the data for each meter & facility. The Software also includes static factors such as weather and building size. Included in the baseline data will be an identification of the baseline period, baseline energy consumption and demand data, other independent and relevant variable data, and other static factors (i.e. occupancy type, building information such as square footage, etc.). Other

baseline data may be included and/or supplemented as agreed by the parties. Local weather data will be obtained from a nationally-recognized service.

4. Reporting Period Each reporting period will be a 12 month period called a "Performance Year". The Performance Year begins according to the terms of the contract.

5. Basis for Adjustment Energy savings are determined by comparing measured use before and after the start of Program implementation, after making appropriate adjustments for changes in conditions that are independent of the Program. Since savings are to be reported as "cost avoidance", under reporting period conditions, the IPMVP equation for reporting period savings will be used. This method quantifies how savings in a given reporting period is determined, relative to what energy use would have been without the ECMs in place, considers routine and non-routine adjustments and is expressed as:

Avoided Energy Use (or Savings) = Adjusted-Baseline Energy – Reporting-Period Energy ± Non-Routine Adjustments of baseline energy to reporting-period conditions

In addition, savings may be accrued due to one-time actions such as identification of utility billing errors leading to refunds, rebates, rate changes, and other measures that do not reduce energy usage but do reduce Organization's out of pocket utility costs.

6. Analysis Procedure The Software performs the cost avoidance analysis procedure. The Software allows appropriate routine and non-routine adjustments to the baseline period, using available data to account for the following factors occurring during the reporting period that affect the energy used in facilities: number of days in the billing period, energy unit cost, and reasonably estimated energy loads added or reduced after Program implementation due to such factors as outside temperature; floor space; occupancy type or schedule; amount, type or use of equipment; facility construction/renovation; and energy management hardware retrofits installed under unrelated projects. Specific cost avoidance analysis algorithms used by the Software are extensively documented and can be furnished upon request.

The Software also allows other appropriate adjustments for a more accurate Savings calculation. If the organization has experienced abnormal temperatures during the baseline period, a total of 36 months of billing information can be used to create a more representative statistical baseline. Savings will be determined using either calibrated simulation or by making appropriate adjustments, as mutually agreed by the parties, in the event of any of the following: (a) the organization's energy conservation guidelines are not substantially followed by its construction contractors or on-site management service providers, if any, (b) the Board chooses not to substantially implement Cenergistic's water conservation recommendations; or, (c) there are equipment malfunctions that can negatively impact program savings.

The Software adheres to the IPMVP guidelines. IPMVP is not exhaustive in its guidance; in some situations engineering judgment must be used. Calculations are supervised by licensed Professional Engineers, Certified Measurement and Verification Professionals and Certified Energy Managers.

7. Energy Prices Reporting of cost avoidance will value the energy use avoided at the then-current unit cost for each meter, each period. Prices will be calculated by the Software for each month. The price applied for each utility (except solar) is the realized price, based on the blended rate to the Organization for each type of energy purchased by the organization, taking into account consumption

and all charges from the utility provider. In the event solar electricity is implemented by the Board, the parties agree to a process that recognizes net metered electric generation to exclude any solar production from the reported EnergyCAP use and cost avoidance. Solar energy produced (that was consumed by the building) is tracked in EnergyCAP to allow for the total energy consumption comparisons. All savings reported in the cost avoidance reports shall be from energy purchased from the grid (metered electricity) so it will be valued at the grid average unit cost (as "average unit cost" is defined in this contract and Measurement and Verification Plan).

- 8. Meter Specifications** Utility company meters used for billing are the only meters used. Exception: For heating oil stored in tanks, dip measurements recorded by the organization or by the provider may be used. In master-metered campus situations, submeters may be necessary for accurate identification of building by building energy usage.
- 9. Monitoring responsibilities** Energy data from utility bills will be recorded in the Software as set out in the contract. The Software captures weather information necessary for calculating and applying adjustments. Changes to the baseline conditions, such as facility size, occupancy or equipment changes, will be documented in the Software. Responsibility for collection, entry, calculation and accuracy of the data in the Software is the responsibility of the Energy Specialist(s) under the supervision of Cenergistic.
- 10. Expected Accuracy** The accuracy of data capture of the utility billing data and entry of that data into the Software is expected to be verified 100% ($\pm 2\%$) via reports that reconcile data with utility bill accounts payable to ensure the quality of the data entered, to ensure consistency with previous billing, elimination of gaps or duplicate entries, and reasonable protection against user errors in data entry. Statistical accuracy of the Software's routine weather adjustment process uses industry-standard linear regression techniques and is evaluated on a meter-by-meter basis. Data analysis does not involve sampling since the actual data, as entered into the Software, is used for any savings calculations. The accuracy of the Software's calculations has been validated empirically against the Department of Energy's ENERGY STAR program, which benchmarks buildings' performance. The calculations of the Software are consistent with ENERGY STAR results in determining increase in building energy utilization index (EUI – Energy usage per square foot per year).
- 11. Budget** The cost of M&V includes the Software cost, as defined in the contract, plus a portion of the Energy Specialist's time. The Software cost is defined in the contract. More time will be required early in the energy program by the Energy Specialist as the baselines are determined and the Energy Specialist becomes familiar with the Software and the process for entering data and determining savings. Once the utility bills have been entered, the baseline has been determined and the Energy Specialist has become familiar with the Software and the process, subsequently, the savings determination process and its review with operating and administrative staff is expected to require approximately 5% of an Energy Specialist's time, across all meters and facilities for the organization.
- 12. Report Format** Cost avoidance will be calculated on a monthly basis as set out in the contract. Cost avoidance reports will be prepared and provided at least semi-annually to the organization. Cost avoidance calculations will commence with a formal data release occurring approximately five months after the Energy Specialist is in place. Cost avoidance reports will include results from the Software and show energy as well as expenditure savings versus the baseline. Cost avoidance reports have different formats for different audiences, but in general show usage and cost for: baseline actual,

baseline adjusted to reporting period conditions, reporting period actual, and calculated cost avoidance (adjusted baseline minus reporting period actual).


13. Quality Assurance The primary risks in this M&V process are listed below with specific quality assurance steps that will be used to address each.

- Utility companies sometimes estimate meter readings instead of actually reading the meter. Any such estimate will be self-corrected by a subsequent month "true-up" when the meter is actually read. When an estimate is detected, the Energy Specialist will attempt to validate the utility company estimate to reflect actual usage until an actual reading is made, and then adjust data to smooth out anomalies created by estimates.
- Undetected changes happen to buildings, their operation, or use and those undetected changes may not be reflected in the reported savings. The procedures described in Section 9 minimize the chance of any such impact and ensure that any unimplemented baseline change has minimal effect.
- Data entry by the Energy Specialist may put incorrect data into the Software. Cenergistic along with the Energy Specialist together review this data regularly to find such errors, and complete routine error-checking procedures within the Software to find and fix them.

The parties agree this M & V plan will be modified as mutually agreed to reflect changes that occur or additional data that may be obtained.

This M & V plan has been developed for School Board of Clay County by the following qualified professional.

CENERGISTIC LLC



EILEEN BYRD

SENIOR VICE PRESIDENT – DATA QUALITY

CERTIFIED PUBLIC ACCOUNTANT (Texas State Board of Public Accountants)

CERTIFIED INTERNAL AUDITOR (Institute of Internal Auditors)

CERTIFIED QUALITY ENGINEER (American Society of Quality)

CERTIFIED MEASUREMENT AND VERIFICATION PROFESSIONAL (Association of Energy Engineers)

CERTIFIED ENERGY MANAGER (Association of Energy Engineers)

June 6, 2024 - Regular School Board Meeting

Title

C22 - Memorandum Of Understanding Between Clay County District Schools and the Clay County Sheriff's Office to provide access to the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program

Description

Funds are available from the General Revenue Fund, State of Florida to the Department of Education for the CCSO to establish a school guardian program pursuant to s. 30.15(k) Florida Statutes.

Gap Analysis

N/A

Previous Outcomes

CCSO provided access to a school guardian program for CCDS.

Expected Outcomes

The Board will approve the Memorandum of Understanding with the Clay County Sheriff's Office.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Memorandum of Understanding with the Clay County Sheriff's Office.

Contact

Bryce Ellis, Assistant Superintendent Operations, (904) 336-6853, bryce.ellis@myoneclay.net,
Stephen Mills, Supervisor of Safety & Security, (904) 336-6846, stephen.mills@myoneclay.net

Financial Impact

No financial impact to the District. CCSO will apply for and receive the funding under the Chris Hixon, Coach Aaron Feis, and Scott Beigel Guardian Program. The CCSO will administer the account for the funds, including initiation of purchase orders, payment of invoices, as applicable, etc., for approved budget line items. The CCSO will not charge for administering this grant.

Review Comments

Attachments

📎 [MOU with CCSO Guardian Grant.pdf](#)

**MEMORANDUM OF UNDERSTANDING BETWEEN THE CLAY COUNTY
SHERIFF'S OFFICE AND CLAY COUNTY DISTRICT SCHOOLS FOR USE OF
CERTAIN GRANT FUNDS**

**FY 23-24 CHRIS HIXON, COACH AARON FEIS
AND SCOTT BEIGEL GUARDIAN GRANT PROGRAM**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made and entered into by and between the Clay County Sheriff's Office, headquartered at 901 North Orange Avenue, Green Cove Springs (hereinafter referred to as "CCSO"), the Clay County District Schools, headquartered at 900 Walnut Street, Green Cove Springs (hereinafter referred to as "CCDS").

WITNESSETH:

WHEREAS, funds are available from the General Revenue Fund, State of Florida to the Department of Education for the CCSO to establish a school guardian program pursuant to s. 30.15, Florida Statutes; and

WHEREAS, the CCSO in coordination with the CCDS will use funds for screening-related and training-related costs and providing a one-time stipend of \$500 to school guardians who participate in the school guardian program.

NOW, THEREFORE, the parties agree as follows:

1. TERM

This MOU shall begin on the date of last signature by the parties and shall continue through August 31, 2024.

2. DISTRIBUTION OF FUNDS AND PURPOSE

Funds will be expended as outlined in the grant agreement and for the purposes as applied for in the grant agreement.

3. OBLIGATION OF AGENCIES

A. The CCSO will apply for and receive the funding under the Chris Hixon, Coach Aaron Feis and Scott Beigel Guardian Program. The CCSO will administer and account for the funds, including initiation of purchase orders, payment of invoices, as applicable, etc., for approved budget line items. The CCSO will not charge for administering this grant.

A. The CCDS will be responsible for any costs associated with the program and training not covered by grant funds.

June 6, 2024 - Regular School Board Meeting

Title

C23 - School Board of Clay County/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department.

Description

Interlocal Agreement to provide School Resource Officers (SROs) in order to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act, Ch. 2018-3. The agreement between the City of Green Cove Springs, the Green Cove Springs Police Department (GCSPD) SRO program shall include one full time police officer at each of the two schools within the city boundaries including Charles E. Bennett Elementary School and Green Cove Springs Junior High for the 2024-2025 academic year.

Gap Analysis

The City of Green Cove Springs has contracted with the Clay County District Schools to provide one School Resource Officer at the two schools within their municipality for the school year 2023-2024. The City of Green Cove Springs will continue to partner with the school system to enhance the connectedness between the local Police Department and the families of students living in Green Cove Springs attending one of the two schools.

Previous Outcomes

During the 2023-2024 school year the Green Cove Springs Police Department planned and implemented Drug Abuse Resistance Education (“DARE”) in collaboration with District personnel. The Green Cove Springs Police Department was also successful in continuing a pedestrian safety program at Charles E. Bennett and Green Cove Springs Junior High.

Expected Outcomes

CCDS will remain in compliance with school safety requirements per Florida Administrative Code 6A- 1.0018. The presence of the SROs on campuses will strengthen relationships between the local police department and students and families within the community; fostering community connectedness, and improved campus security. The presence of SROs on campus helps build trust and rapport with students, creating a safer and more supportive atmosphere.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Agreement between the School Board of Clay County, Florida; City of Green Cove Springs Florida; and Green Cove Springs Police Department.

Contact

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

Financial Impact

\$155,698.00 to be paid out in twelve (12) equal installments

Review Comments

Attachments

School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

C24 - School Board of Clay County/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County, Florida; the Town of Orange Park; and the Town of Orange Park Police Department.

Description

Interlocal agreement for funding and contract options to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act, Ch. 2018-3. The agreement between the Town of Orange Park School Resource Officer (SRO) program shall include one full time police officer at each of the three schools within the city boundaries for Grove Park Elementary School, Orange Park Elementary School, and Orange Park Junior High for the 2024-2025 academic year.

Gap Analysis

The Town of Orange Park has contracted with the Clay County District Schools to provide one School Resource Officer at the three schools within their municipality for the school year 2024-2025. The Town of Orange park will continue to partner with the school system to enhance the connectedness between the local Police Department and the families of students living in Orange Park attending one of the three schools.

Previous Outcomes

During the 2022-2023 school year the Town of Orange Park Police Department planned and implemented Drug Abuse Resistance Education (“DARE”) in collaboration with District personnel. The Town of Orange Park Police Department was also successful in continuing a pedestrian safety program at Grove Park Elementary, Orange Park Elementary, and Orange Park Junior High.

Expected Outcomes

CCDS will remain in compliance with school safety requirements per Florida Administrative Code 6A- 1.0018. The presence of the SROs on campuses will strengthen relationships between the local police department and students and families within the community; fostering community connectedness, and improved campus security. The presence of SROs on campus helps build trust and rapport with students, creating a safer and more supportive atmosphere.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the agreement between the School Board of Clay County, Florida; Town of Orange Park; and the Town of Orange Park Police Department.

Contact

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

Financial Impact

\$260,477.33 to be paid out in twelve (12) equal installments

Review Comments

Attachments

School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

C25 - School Board of Clay County/Contract No. 2024/2025 - _____. Interlocal Agreement between the School Board of Clay County, Florida and the Clay County Sheriff's Office for the School Resource Officer Program.

Description

Interlocal Agreement to provide School Resource Officer (SRO) services to the public schools within Clay County in order to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act, Ch. 2018-3.

Gap Analysis

N/A

Previous Outcomes

CCDS has successfully partnered with CCSO in the past to provide School Resource Officers at CCDS.

Expected Outcomes

CCDS will remain in compliance with school safety requirements per Florida Administrative Code 6A- 1.0018. The presence of the SROs on campuses will strengthen relationships between the local police department and students and families within the community, fostering community connectedness, and improved campus security. The presence of SROs on campus helps build trust and rapport with students, creating a safer and more supportive atmosphere.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Agreement between the School Board of Clay County, Florida and Clay County Sheriff's Office.

Contact

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

Financial Impact

As defined in Clay County Agreement/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County (SBCC), Florida and the Board of County Commissioners (BCC) for Funding of School Resource Officers (July 1, 2024 - June 30, 2027).

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

C26 - Clay County Agreement/Contract No. 2024/2025 - _____ Interlocal Agreement between the School Board of Clay County (SBCC), Florida and the Board of County Commissioners (BCC) for Funding of School Resource Officers (July 1, 2024 - June 30, 2027)

Description

Interlocal Agreement for funding of School Resource Officers in order to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act, Ch. 2018-3. This agreement between the SBCC and the BCC will allow payment for SRO services to the County for the benefit of CCSO.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Compliance with the Marjory Stoneman Douglas High School Public Safety Act, Ch. 2018-3.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Agreement.

Contact

Susan Legutko, Assistant Superintendent of Business Affairs, 904-336-6722 , susan.legutko@myoneclay.net

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

Financial Impact

\$ _____ Million to be paid out in the following manner:

Review Comments

Attachments

School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

C27 - Interlocal Agreement with the Clay County Sheriff's Office for Transfer of School District Property

Description

Interlocal Agreement to transfer to the Clay County Sheriff's Office equipment and property used by the Clay County District Schools Police Department for the School Resource Officers to meet the requirements of the Marjory Stoneman Douglas High School Public Safety Act. CH 2018-3.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

The School Board shall approve the Interlocal Agreement to Transfer Clay County District Property to the Clay County Sheriff's Office and will remain in compliance with school safety requirements per Florida Administrative Code 6A- 1.0018.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the Interlocal Agreement between the School Board of Clay County and the Clay County Sheriff's Office.

Contact

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

Financial Impact

Property transferred to the Clay County Sheriff's Office valued at \$

Review Comments

Attachments

School Board of Clay County

June 6, 2024 - Regular School Board Meeting

Title

C28 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Charles E. Bennett Elementary 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 the Schematic/Preliminary/Final (Phase I, II, and III) stage.

Gap Analysis

N/A

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Charles E. Bennett Elementary School Security Lighting Repair/Replacement.

Contact

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

Financial Impact

As budgeted in the Educational Facilities Work Plan for \$350,000.00. The architect's cost estimate is \$280,000.00.

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

C29 - Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Doctors Inlet Elementary 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 the Schematic/Preliminary/Final (Phase I, II, and III) stage.

Gap Analysis

N/A

Previous Outcomes

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

Expected Outcomes

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

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Schematic/Preliminary/Final (Phase I, II, and III) Plans and Specifications for Doctors Inlet Elementary School Security Lighting Repair/Replacement.

Contact

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

Financial Impact

As budgeted in the Educational Facilities Work Plan for \$300,000.00. The architect's cost estimate is \$230,000.00.

Review Comments

Attachments

June 6, 2024 - Regular School Board Meeting

Title

C30 - Change Order #4 for Clay High School Gym Renovations

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is for Materials and labor to provide the installation of four new trap primers and a vapor retarder/primer for the designed installation of epoxy flooring due to the discovery of high moisture readings in current concrete flooring.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Change Order #4.

Contact

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

Financial Impact

This change order will increase the contract amount by \$16,362.01. Architect fees, contracted at 8.82%, will increase by \$1,443.13 as a result of this change order. These funds are available and budgeted in the Educational Facilities Work Plan.

Review Comments

Attachments

📎 [CHS Gym Renovations CO #4.pdf](#)



AIA® Document G701® – 2017

Change Order

PROJECT: <i>(Name and address)</i> Clay High School Gym Renovation (C-1-21/22)	CONTRACT INFORMATION: Contract For: General Construction Date: August 3, 2023	CHANGE ORDER INFORMATION: Change Order Number: 004 Date: June 6, 2024
OWNER: <i>(Name and address)</i> School Board of Clay County 900 Walnut Street Green Cove Springs, Florida 32073	ARCHITECT: <i>(Name and address)</i> Brian Boatright Architect, Inc. 914 Plainfield Avenue Orange Park, Florida 32073	CONTRACTOR: <i>(Name and address)</i> Thomas May Construction Company 310 College Drive Orange Park, Florida 32065

THE CONTRACT IS CHANGED AS FOLLOWS:


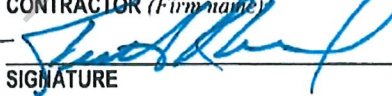
*Install vapor retarder/primer under epoxy flooring due to excessive moisture in test of slabs.
Provide 4 new trap primers including saw-cutting, cast iron tops, primer lines and tail pieces .
(See attachment for summarized changes).*

The original Contract Sum was	\$	<u>1,934,000.00</u>
The net change by previously authorized Change Orders	\$	<u>-244,215.28</u>
The Contract Sum prior to this Change Order was	\$	<u>1,689,784.72</u>
The Contract Sum will be increased by this Change Order in the amount of	\$	<u>16,362.01</u>
The new Contract Sum including this Change Order will be	\$	<u>1,706,146.73</u>

The Contract Time will be increased by Two (2) days.
The new date of Substantial Completion will be September 4, 2024

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

<u>Brian Boatright Architect, Inc.</u> ARCHITECT <i>(Firm name)</i>	<u>Thomas May Construction Company</u> CONTRACTOR <i>(Firm name)</i>	<u>School Board of Clay County</u> OWNER <i>(Firm name)</i>
 SIGNATURE	 SIGNATURE	 SIGNATURE
<u>Brian O. Boatright, President</u> PRINTED NAME AND TITLE	<u>Keith R. Ward, President</u> PRINTED NAME AND TITLE	<u>Board Chair</u> PRINTED NAME AND TITLE
<u>6-6-24</u> DATE	<u>6-6-24</u> DATE	<u>6-6-24</u> DATE

CHS Gym Renovation

CHANGE ORDER 4

Change Order Proposal (COP) 9

Install vapor retarder/primer under epoxy flooring\$ 16,362.01 2 days
due to excessive moisture in test of slabs.
Provide 4 new trap primers including saw-cutting, cast iron
tops, primer lines and tail pieces

TOTAL CHANGE ORDER COST.....\$ 16,362.01 2 days

DRAFT

**SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 04**

SBCC PROJECT NAME: Clay High School Gym Renovations

SBCC PROJECT NUMBER: C-1-21/22

ADDITIONAL INFORMATION

- Materials and labor to provide a vapor retarder/primer for the designed installation of epoxy flooring due to the discovery of high moisture readings in current concrete flooring and the installation of four new trap primers	\$ 16,362.01
-	
-	
-	
TOTAL CHANGE ORDER AMOUNT:	\$ 16,362.01

Two (2) additional calendar days will be needed to achieve final completion for this change order. Substantial Completion date is September 4, 2024. Final Completion date is October 4, 2024.

June 6, 2024 - Regular School Board Meeting

Title

C31 - Final Completion of Orange Park Junior High School Roof Repair/Replacement Buildings 1, 2, 3, & 4

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 and Project Architect/Engineer, has reached Final Completion on April 25, 2024 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Final Completion.

Contact

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

Financial Impact

None.

Review Comments

Attachments

- ☉ [Certificate of Final Completion - OPJ Roof Repair Replacement](#)

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: Re-roof Buildings 1,2,3, & 4

School: Orange Park Junior High School

SDCC Project Number: C-22-23/24

OEFS Project Number: N/A

Project Engineer: N/A

Project Contractor: Tremco

Date of Final Completion: 4-25-2024



Signature: Contractor Date: 4-25-2024

N/A

Signature: Architect/Engineer Date: 4-25-2024



Signature: Project Manager Date: 4-25-2024



Signature: Code Enforcement Date: 4-25-2024

June 6, 2024 - Regular School Board Meeting

Title

C32 - Final Completion of Middleburg High School HVAC Repair/Replacement

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 and Project Architect/Engineer, has reached Final Completion on February 7, 2024 in accordance with the project documents.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve Final Completion.

Contact

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

Financial Impact

None.

Review Comments

Attachments

- [Certificate of Final Completion - MHS HVAC Repair Replacement](#)

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: RTU Replacement

School: Middleburg High School

SDCC Project Number: C-4-22/23

OEFS Project Number: N/A

Project Architect: N/A

Project Contractor: Trane

Date of Final Completion: 2-7-2024


Signature: Contractor


Date: 2-7-2024

N/A
Signature: Architect/Engineer

Date: 2-7-2024


Signature: Project Manager

Date: 2-7-2024


Signature: Code Enforcement

Date: 2-7-2024

June 6, 2024 - Regular School Board Meeting

Title

C33 - Prequalification 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 fiscal responsibility through the effective management of district operations in an effort to maximize available resources necessary to provide an environment that is safe, efficient, and conducive to learning.

Recommendation

Approve the attached Contractor Pre-qualification list.

Contact

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

Financial Impact

None.

Review Comments

Attachments

- [Table for Board Backup Contractor Prequal, 6.6.24](#)

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, Clayton Anderson, Bertie Staefe, Chris Deely-Isais and Beth Clark. The pre-qualification certification is valid for one year from the end of the month in which Board approval is obtained.

COMPANY	TRADE CATEGORY	BOND LIMIT	EXPIRATION DATE
Atlantic Coast Construction Group	General Contractor	\$3,000,000.00	June 30, 2025
Besch & Smith Civil Group, Inc.	Underground Utility & Excavation Contractor	\$15,000,000.00	June 30, 2025
KBT Contracting Corporation	General, Building, and Roofing Contractor	\$10,000,000.00	June 30, 2025
Lego Construction Company	General and Roofing Contractor	\$35,000,000.00	June 30, 2025
Parks Electric Service, Inc.	Electrical Contractor	\$300,000.00	June 30, 2025
Premier Construction Group, Inc.	Electrical Contractor	\$3,000,000.00	June 30, 2025