

standard diploma or a Certificate of Completion. The teacher(s) of record is responsible for the assessment, remediation, and documentation of mastery of NGSSS/Florida Standards Access Points.

The NGSSS/Florida Standards Access Points are expectations for students with significant cognitive disabilities to access the general education curriculum embedded in the NGSSS/Florida Standards. Access Points reflect the core intent of the standards with reduced levels of complexity. Access Points aligned to the Florida Standards are currently being developed to provide students with significant cognitive disabilities access to the new Florida Standards.

A decision must be made regarding participation in the NGSSS/Florida Standards Access Points curriculum once a student is found eligible for exceptional education services. Beginning with the 2014 - 2015 cohort, Special Diploma options will no longer be available and students will have the opportunity to earn either a standard diploma or a Certificate of Completion. Students with disabilities who entered ninth grade prior to the 2014 - 2015 school year may continue to plan to earn a special diploma authorized in accordance with s. 1003.438, F.S., if this is indicated on their IEP. Students who are working toward a Special Diploma may participate in FCAT, Florida Standards Assessment, or the Florida Alternate Assessment, based upon their level of cognitive functioning and educational needs. An alternate assessment checklist must be completed and documented on each student's IEP to determine if the Florida Alternate Assessment is appropriate.

Beginning with the 2014 - 2015 ninth grade cohort, Special Diploma options will no longer be available and students with disabilities will have the opportunity to earn either a standard diploma or a Certificate of Completion. Students with disabilities who entered ninth grade prior to the 2014 - 2015 school year may continue to plan to earn a special diploma authorized in accordance with s. 1003.438, F.S., if this is indicated on their IEP.

DOCUMENTATION OF DIPLOMA OPTION

The parent/guardian of each exceptional education student eligible for participation in the Florida Alternate Assessment shall be notified by letter or other documentation of the options available prior to the eighth grade. The school must document its efforts to notify the parent/guardian. The Individual Education Plan (IEP) delineates the student graduation options beginning on or before age 14 or by the end of the eighth grade year, whichever comes first. Parental consent in writing must be obtained prior to providing a student instruction in the NGSSS/Florida Standards Access Points curriculum and prior to the administration of the Florida Alternate Assessment (FAA), unless the school district has documented and made reasonable efforts to obtain parental consent and the parent has failed to respond; or the school district has obtained approval through a due process hearing or appeals process.

In grades 3-11, all students must participate in the Florida Standards Assessment, FCAT 2.0 and End of Course (EOC) assessments, or the Florida Alternate Assessment (FAA). In all cases these decisions are determined based upon state statute and documented by the IEP team prior to testing.

A qualified ESE student pursuing a Standard Diploma may also receive a diploma based on the Enhanced New Needed Opportunities for Better Life and Education for Students with Disabilities (ENNOBLES) Act. Such student must:

- Have a current IEP
- Have attempted to take the FCAT with all allowable accommodations on at least two occasions and not received a passing score. At least one occasion must be in their senior year.
- Have participated in district remediation courses
- Have received 24 credits and met the 2.00 GPA

A formal IEP meeting is required to determine that the FCAT cannot accurately measure the student's abilities. The superintendent shall review the IEP decision and approve all cases where the FCAT is waived.

WAIVER OF FCAT/FSA REQUIREMENTS FOR GRADUATION FOR STUDENTS WITH DISABILITIES

Sections 1003.43(11) and 1033.428(8), F.S., provide for the waiver of the FCAT/FSA requirement for graduation with a standard diploma **for certain students with disabilities who have met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT/FSA. In order for the FCAT/FSA graduation requirement to be waived, the IEP team must meet to determine whether or not the FCAT/FSA can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22) or until they graduate with a standard diploma, whichever occurs first. In accordance with Sections 1003.428(8) and 1003.43(11), F.S., each school district must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

In order to be considered for the waiver from the FCAT/FSA graduation requirement, the student must:

- be identified as a student with a disability, as defined in Section 1007.02(2), F.S.;
- have an IEP;
- have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation;
- have taken the Grade 10 FCAT/FSA with appropriate allowable accommodations at least twice (once in the 10th grade and once in the 11th grade); and,
- be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Additionally, to ensure that each student has had every opportunity to pass the FCAT/FSA, participation in FCAT/FSA during March of the senior year is recommended.

Section 1003.428(8)(b)2., F.S., permits the IEP team to waive the end-of course assessment results for the purpose of determining the student's course grade and credit, if the IEP team determines that the end-of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

In accordance with Section 1003.433(1), F.S., a student who transfers from another state in the 11th or 12th grade must pass the Grade 10 FCAT or an alternate assessment that is concordant with the FCAT/FSA; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring or meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the FCAT/FSA waiver. For additional information as it relates to military families, please refer to the Interstate Compact on Educational Opportunity for Military Children.

In accordance with Rule 6A-1.09431, F.A.C., Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma, students with disabilities who have an IEP may be eligible for consideration for a special exemption from the Grade 10 FCAT/FSA under extraordinary circumstances where the results of the administration of the FCAT/FSA would reflect a student's impaired sensory, manual or speaking skills rather than a student's achievement. Extraordinary circumstances are defined as physical conditions that affect a student's ability to communicate

in modes acceptable through accommodation of the FCAT/FSA. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and/or measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances.

A request for a special exemption must be made by the school district superintendent at least one semester before the student's anticipated graduation date. The request is sent to the Commissioner of Education and must include documentation specified in Rule 6A-1.09431(2), F.A.C. Students granted a request for a special exemption from the Grade 10 FCAT must meet all other criteria for graduation with a standard diploma.

REQUIREMENTS FOR A SPECIAL DIPLOMA FOR STUDENTS WITH DISABILITIES

(As Allowed under Florida State s1003.438, F.S.)

Section 1003.438, F.S., authorizes the awarding of special diplomas to certain students with disabilities who entered 9th grade prior to 2014-15. Upon meeting all applicable requirements prescribed by the district school board, and all special diplomas state minimum requirements, a special diploma shall be awarded in a form prescribed by the Commissioner. Any such student who meets all special requirements of the district school board for certain special programs, but is unable to meet the appropriate special state minimum requirements, must be awarded a special certificate of completion in a form prescribed by the Commissioner. Any student who graduates with a credential other than a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue to generate weighted FTE through the FEFP until the student receives a standard high school diploma or the student reaches age 22, whichever occurs first. When modifying CTE courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on an individual basis.

ASSESSMENTS AND ACCOMMODATIONS

ACCOMMODATIONS

Approved accommodations are authorized when determined appropriate by the staffing committee for any student who is an eligible exceptional student and has a current Individual Educational Plan (IEP). Those accommodations must be implemented in daily instruction and classroom assessments. Students classified solely as gifted shall not receive any special assessment accommodations. In no case shall accommodations authorized be interpreted or construed as an authorization to provide a student assistance in determining the answer to any test item.

EXEMPTIONS/INCLUSION

Students with disabilities are included in general state and district level assessment programs, with appropriate accommodations in administration, and all allowable student accommodations if necessary.

Students with disabilities who cannot participate in state and district level assessment programs will participate in the Florida Alternate Assessment as determined by their individual education plans. Students must be assessed on the Florida State Standards Access Points with the same frequency that students are assessed on the Florida State Standards. Methods of alternate assessment must be identified on the IEP and should be provided at grades 3 through 11 or comparable ages. While all standards must eventually be mastered at IEP-prescribed levels of functioning, it is recommended that formal alternate

assessment strategies at grades 3 through 11 address, at a minimum, the four standards in Functional Academics and the standard in Communicating with Others.

The decision as to an exceptional student's ability to participate in the general education assessment program for mastery of the state student performance standards should be reviewed at the time of the annual IEP conference. This decision may be altered in subsequent annual IEP conferences, based upon the student's observable performance.

The administration of the State Student Assessment Testing program to all exceptional students falls under the responsibility of the district's Director of Assessment.

The administration of the Alternate Assessment Testing Program to exceptional students falls under the responsibility of the Director of Exceptional Education.

SPECIAL STANDARDS

Exceptional students must be administered special standards in accordance with their IEP to satisfy the progression set forth by state and county requirements. If a student fails to master the standards, the ESE teacher or general education teacher shall provide special instructional assistance for such students in a manner deemed most appropriate. Skills not mastered should be reflected in the student's IEP.

Science, Social Studies, Arts, and P.E. Access Points have three levels of complexity and are defined as participatory supported, and independent. Math and ELA Access Points are designed in a scaffolded hierarchy of Essential Understandings to assist in the teaching and learning of the standards. Essential Understandings are prerequisite skills and knowledge leading to mastery of the Access Points.

The IEP team should base its decisions regarding expected levels of functioning on what the student is projected to attain by the time of graduation. The IEP team needs to remember that these expected levels can change based on student progress.

Should an exceptional student not participate in state testing, he/she will participate in the State Alternate Assessment Program. Each student will be assessed using the Florida Alternate Assessment. The activity must reflect the task indicated in the skill. Since exceptional students exhibit pronounced deficits in either their developmental growth, academically, and socially, or in their modes of learning; they must demonstrate mastery of standards as required in this plan.

Mastery of regular or special standards for ESE students will be certified by the ESE teacher. ESE students scheduled into regular academic classes based upon Eligibility Staffing/IEP report will be remediated by the regular subject area teacher or remediation teacher assigned to the school. For instance, if a student is staffed into an ESE class for math only, the ESE teacher may not certify for reading, but is responsible for certifying mastery of the math skills/standards.

The documentation of remediation/post-testing citing the specific skill and standard is to be retained in the student file. Certification of skills is an on-going process and should be documented as the student successfully demonstrates mastery of each skill.

INCLUSION GRADES: EXCEPTIONAL STUDENT EDUCATION

When an Exceptional Education Kindergarten through eighth grade student is included in a general education class, the district grading policy will be applied for each subject. If the student is not performing on grade level in the subject areas, the general education teacher, in consultation with the Exceptional Student Education teacher, will develop and implement appropriate accommodations as outlined in the student's current IEP. If after implementation of accommodations the student is not successful, the IEP team will conduct a review of the student's IEP and make recommendations for change in grade level instruction, additional accommodations or reassignment to additional time in exceptional student classes.

In order for a grade of "F" to be assigned to an ESE inclusion student, the following factors must be reviewed by the ESE teacher and general education teacher with the school principal or designee prior to the end of the current grading period:

1. Has an unsatisfactory progress report been sent to the parent or guardian?
2. Have the student's parents been officially notified and involved in documented conferences regarding the student's problems?
3. Are the instructional strategies, techniques, curriculum content and classroom assignments employed in the instructional program appropriate for the student's needs?
4. Are there environmental or emotional factors affecting the student's performance that are not currently being addressed through the provision of related services?
5. Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?
6. Are the goals and objectives on the IEP appropriate for the documented levels of performance?

GRADING OF STUDENTS ENROLLED IN ESE CLASSES

Academic grades for exceptional students enrolled in ESE classes follow Florida State Student Performance Standards commensurate with the student's exceptionality. The goals must be based upon documented levels of performance. An ESE student who is working up to the maximum of his or her potential should receive grades based on his ability rather than grade placement. Therefore, if a student had met all of the objectives specified in the ESE teacher's plans, even though these might be at a lower level than other students of his chronological age, he should be given a grade in the ESE program to assess achievement appropriate to the individual student's ability grade is "D" or better. If the student is not performing on grade level in the subject area, but is working to his/her potential the student should receive an effort grade of E (excellent), S (satisfactory), N (needs improvement), or U (unsatisfactory). If the student is working at grade level in that subject area, yet unable to earn a "D" or better, the teacher in consultation with the Exceptional Student Education teacher, should assign effort grades of E, S, N, or U as defined above for the time in the regular classroom. In the event an Exceptional Education Student has had appropriate accommodations in the general curriculum and is failing a course due to non-compliance, an "F" can be given after collaboration with the Exceptional Student Education Teacher and a review of the Individual Educational Plan.

No student should be denied the opportunity to earn above average grades because of placement in an ESE program.

When a full-time ESE ninth through twelfth (9th-12th) grade student is included in a general education class, grades earned shall be based upon the student's ability to master the objectives specified for that subject area. Allowable accommodations must be made as indicated in the student's Individual Educational Plan.

STUDENT PROGRESS

All parents will be notified of their child's progress towards mastery of their annual IEP goals. Such notification will occur at the end of each grading period. Parents will be made aware of the reason(s) why progress is insufficient for mastery. If lack of progress is noted for two consecutive reports, an IEP review meeting will be held to address the services as needed.

EXTENDED SCHOOL YEAR

Extended School Year (ESY) services are required if the IEP team has reason to believe that the provision of Free and Appropriate Public Education for an individual student would be jeopardized without such services. These guidelines are intended to assist IEP team in making decisions regarding the necessity for ESY services. Parents, teachers, and other qualified professionals are all useful sources of information. Appropriate data to be reviewed include, but are not limited to, the following:

- pattern of regression after breaks
- reports of progress toward annual goals
- teacher-made checklists
- therapy logs
- point sheets
- frequency charts
- documentation related to extenuating circumstances
- pre/post-tests before/after breaks
- report cards
- work samples
- anecdotal records
- probes/running records
- referrals/discipline file

Data collected over the course of the school year, including before and after scheduled breaks in instruction, should be used to frame the determination of need. The determination of whether an individual student should receive ESY services is ultimately an IEP team decision based on the unique needs of the student.

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AMENDMENT OF THE ATTENDANCE PROCEDURES AND PROGRAMS MANUAL**
DATE: September 8, 2016

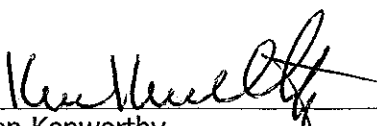
RECOMMENDATION:

That the Board approve amendment of the *Attendance Procedures and Programs Manual* as provided in School Board Policy 5.30 Student Attendance including revisions shown on the attached Executive Summary.

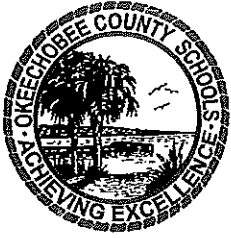
BACKGROUND INFORMATION:

The Attendance Procedures and Programs Manual provides guidance to school and district personnel regarding procedures, applicable state rules and laws, and resources necessary to document student attendance. In addition, the manual provides information regarding district procedures for school and district level intervention and reporting of truancy. The amendment was approved by the School Board on August 9, 2016, and legally advertised to the public on August 10, as required by Chapter 120, Administrative Procedures Act, Florida Statutes. The complete manual with proposed revisions is available upon request from the Director of Student Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



THE SCHOOL BOARD OF OKEECHOBEE COUNTY

Chapter 5.00: Students

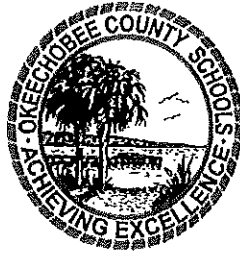
5.30*

STUDENT ATTENDANCE

POLICY

Policies and procedures regarding student attendance and truancy enforcement are located in the Okeechobee County Schools Attendance Procedures and Programs Manual, the Code of Student Conduct, and the Student Progression Plan. The Attendance Procedures and Programs Manual shall be approved by the Board. The Superintendent will recommend changes in the Attendance Procedures and Programs Manual and other policies for Board approval, as necessary, due to changes in Florida Statutes and State Board of Education rules and to provide a more effective program.

STATUTORY AUTHORITY:	1001.41, 1001.42, F.S.	
LAWS IMPLEMENTED:	414.1251, 984.03, 984.151, 1001.43, 1001.53, 1003, 1006.07, 1006.08, 1006.09, 1006.13, F.S.; 20 USC 1232g	
STATE BOARD OF EDUCATION RULES:	6A-1.044, 6A-1.09513, 6A-1.09514	
HISTORY:	Adopted:	07/14/1998
	Revision Date(s):	10/13/09
	Formerly:	New
©EMCS		



2016-2017 Changes to Attendance Manual

Executive Summary

1. Section II page 5 – Change the number of days from 2 to 3 that a parent has to submit documentation for the reason for the absence.
2. Section II page 5 – Added wording for clarification on the number of parent notes that are acceptable before doctor's or professional documentation is required. **Parent notes are accepted for nine excused absences per semester for high school students and nine excused absences per year for K-8 students. After nine excused absences by parent notes per semester for high school students and nine days per year for K-8 students, doctor documentation is required for the absence to be marked as an excused absence. Without verification the absences will be unexcused and addressed by the truancy policy.**
3. Section II page 5 – Unexcused Absences - Added for clarification: **Any note from a parent after a student has nine excused days per semester for high school students or nine excused days per year for K-8 students.**
Section II page 6 – Change policy to be in alignment with Student Progression Policy. **In order for a student to earn credit in a course, a student must not be absent more than nine unexcused days per semester. A student who exceeds nine unexcused absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, pass a comprehensive semester exam, and earn a passing semester grade for that course.**
4. Section IV, page 9 - Changed time for official attendance status to be reported.
5. Section IV, page 10 – Changed second day to third day to be in alignment with change #1 above.
6. Section IV, page 10 – Deleted box in the middle of the table to the end of the table on page 12.
7. Added page 28 and 29 to provide a quick guide to the Florida Statutes regarding attendance. This will give a reference for school personnel to find the appropriate statute.
8. Other grammatical, formatting and clarification corrections.

Attendance Manual

Attendance Procedures and Programs

Revised ~~March~~
~~2013~~ July 2016

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OCSB Attendance Procedures

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OCSB Attendance Procedures

Policy Statement

It is the position of the Okeechobee County School Board that students must attend school on a regular and timely basis to maximize educational opportunities offered in Okeechobee County Schools. Recognizing this can be achieved successfully through combined efforts of parents and schools, this policy outlines strategies and interventions to maximize student attendance thereby creating more opportunities for student success.

This policy is applicable for all K-12 students in Okeechobee County. The superintendent may approve exceptions to this policy for special programs for enhancement purposes.

Attendance Terms and Definitions

Absence: Absence is the nonattendance of a student on days school is in session. Any student must be counted absent who is not physically present at school or at a school activity as defined under the compulsory attendance law.

Attendance: Attendance is the presence of a student on days school is in session. The student must be actually at the school to which he or she has been assigned or present at an educational activity (prior principal approval) which constitutes part of the approved school program for that student.

Habitual Truant: A student who has fifteen (15) unexcused absences within 90 calendar days, with or without the knowledge or justifiable consent of his or her parent or legal guardian, and who is subject to compulsory school attendance laws.

Membership: Membership is the assignment by a school district of a student to a grade or program in which regular attendance is taken.

OCSB Attendance Procedures

I. School Attendance

Florida Statute 1003.21 requires that all students between the ages of six (6) and sixteen (16) attend school regularly. Students who have attained the age of sixteen (16) and who have not graduated are subject to compulsory school attendance until a formal declaration of intent to withdraw, signed by student and parent/guardian, is filed with the district school board. Students are obligated to attend one hundred eighty (180) days of school each year. It is the responsibility of the parent or guardian to see that this law is obeyed.

It is important to note that failure to attend school in a regular and timely fashion hinders the educational process. In addition, truancy and poor performance have a direct relationship to juvenile delinquency and destructive behavior, not to mention the disproportionate percentage of juvenile crime that occurs during school hours. Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law.

Notification of Loco Parentis

In cases in which a student is not residing with his/her parent(s) or guardian(s), the parent of the student must designate, in writing, the adult person(s) with whom the pupil resides who stands in loco parentis, so that the pupil may be admitted to or continue in school. This statement must be notarized and presented to the principal for acceptance.

II. Student Absences - Grades K-12

A. Excused Absences

1. Absences due to the following reasons will be excused:
 - Illness or injury of the student
 - Illness or injury to the student's immediate family necessitating the student's absence.
 - Death to a member of the student's family necessitating the student's absence

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- Recognized religious holidays of the specific faith of a student
- Doctor and dental appointments of the student
- Pre-arranged absences of educational value and with the principal's approval
- Subpoena or forced absence by any law enforcement agency
- Major disaster that would justify absence in the judgment of the administration
- Head lice, a maximum of two days per incident

2. It is the responsibility of the parent(s) or guardian to provide a written statement or oral notification, oral notifications are to be documented, indicating the reason for the absences within ~~two (2)~~ three (3) days of the student's return to school. Denial of an excused absence based on this time frame will require documentation of parental contact to inform the parent that the absence remains unexcused after the two day period (Refer to Section V). Parent notes are accepted for nine excused absences per semester for high school students and nine excused absences per year for K-8 students. After nine excused absences by parent notes per semester for high school students and nine days per year for K-8 students, doctor documentation is required for the absence to be marked as an excused absence. Without verification the absences will be unexcused and addressed by the truancy policy.

The written statement must include the following information for each absence:

- Date the excuse is written
- Date(s) of the absence(s)
- Full name of the student
- Reason for the absence
- Daytime telephone number of parent or guardian
- Signature of parent or guardian

3. An excused absence should be coded as an "E" for reporting purposes.

Final determination on whether an absence is excused or unexcused is the responsibility of the principal. Any planned absences, other than medical appointments, must be approved in advance by the principal.

B. Unexcused Absences

- Any absence which is not justified by the parent or guardian according to allowable excuses (see above) or for which the reason is unknown.
 - Any note from a parent after a student has nine excused days per semester for high school students or nine excused days per year for K-8 students.

- Not attending class while on a school campus

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- Final determination on whether an absence is excused or unexcused is the responsibility of the principal
- An unexcused absence should be coded as an "U" for reporting purposes

Accumulated Unexcused Tardies and Early Releases - Grades K-8

Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings, he/she will be classified tardy. An early release is defined as any release prior to the regular dismissal time. Any student in grade K-8, who accumulates any combination of five unexcused tardies and/or unexcused early releases (not including documented medical/dental appointments or other authorized reasons that constitute an excused absence), shall be deemed absent (unexcused) for one school day. A parent/guardian request for early release or late arrival shall be considered excused with documentation in accordance with procedures for excused absences. Tardies and early releases that are deemed excused will not accumulate towards an absence. An unexcused tardy or early release will be coded as a "1" for reporting purposes.

C. Absences of Students Grade 9 - 12

In order for a student to earn credit in a course, a student must not be absent more than nine unexcused days per semester. A student who exceeds nine unexcused absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, pass a comprehensive semester exam, and earn a passing semester grade for that course.

~~In order for a student to earn credit in a course, a student should not be absent more than nine days. A student who exceeds nine absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, and pass a comprehensive semester exam for that course.~~

D. Suspensions

1. Out-of-School Suspension

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- When deemed necessary by the principal, a student may be prohibited from attending their home school.

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- To maintain academic progress, students are encouraged to make up work even if full credit will not be awarded.
- All make-up work should be completed within one week following return from absence. This deadline may be extended with the approval of the teacher or principal.
- All students who are suspended from school may take nine week or semester exams for full credit following the period of suspension.
- Florida Law 984.13 provides authority for a law enforcement officer to take into custody a child who is suspended or expelled and not in the presence of the parent or guardian.
- An out-of-school suspension should be coded as an "O" for reporting purposes.

2. In-School Suspension

- Students in In-School Suspension will be allowed to make up work.
- Students will not be counted absent during In-School Suspension.
- An In-School Suspension should be coded as an "I" for reporting purposes.

E. Field Trips

- A student on a field trip will not be marked absent if approved by the principal prior to trip.
- A field trip should be coded as an "F" for reporting purposes.

F. Homebound

- Students who are on permanent Homebound need to be placed in Homebound homeroom with proper withdrawal (W01) and re-entry (R01) codes.
- Hospital/Homebound (H) student scheduled in a hospital program in another district pursuant to the rule regarding alternately-assigned students, 6A-6.03020(6), FAC.
- Students who have been approved to come to school as they are able (intermittent homebound) code all absences once approved (M)

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III. Coding for Absences/Tardies

Use the following codes for reporting purposes:

Type	Code
Excused Absence	E
Excused - Headlice	E-H
Excused - Court	E-C
Excused - Medical Appointment	E-M
Excused - Illness	E-I
Excused - Death in Family	E-D
Excused - Bus Issue	E-B
Excused - Justified Disaster	E-J
Excused - Planned Absence	E-P
Excused - Religious Holiday	E-R
Unexcused Absence	U
Out of School Suspension	O
In-School Suspension	I
Field Trip (Not counted as an absence)	F
In School Activity	S
Hospital/Homebound	
Permanent	H
Intermittent	M
Excused Tardy	T
Excused Early Release (Checkout)	C
Unexcused Tardy/Early Release	1
Unexcused Absence due to accumulated unexcused tardies/early checkouts	2

IV. Attendance Procedures for School Sites

A. As prescribed by DOE, the district will define a particular time of the day that daily attendance will be taken.

- First Period at OFC, NEHS, YMS, and OMS
- ~~Second~~-Third Period for OHS
- Between 8:15 am and ~~8:45~~9:30 am for elementary schools

B. The school attendance clerk or data processor will record the dates and times of students arriving late or leaving early by following procedures set by the principal.

- A parent or parent designee must sign for a student when checking out.
- In grades PreK-8, a parent or parent designee must sign-in a child who is arriving tardy. Tardies will be determined excused or unexcused. Tardies will be excused according to reasons permitted for excused absences.
- Parents should bring photo identification to sign out their child.
- No student will be released to individuals other than who is designated in the school's database. Parents may edit in person those in the database.

V. Attendance Interventions

# Days Absent	Action or Intervention	Person Responsible	Attachment(s)
1 Day and 2 Days	<p style="text-align: center;"><u>All Grades</u></p> <ul style="list-style-type: none"> • Teacher will ask the student for a parent note. The teacher will submit note to the office. If no note exists, the teacher will staple request letter in student's agenda for Grades K-8 and high school teachers will continue to ask for a note. Teachers are responsible to check agendas for notes and submit copies to office on a 	Primary or Homeroom Teacher	Attachment A Letter Requesting Parent Note

Formatted: Justified

OCSB Attendance Procedures

	<p>daily basis.</p> <ul style="list-style-type: none"> Contact will be made with the parent if documentation is not provided by the end of the second-<u>third</u> day of the student's return to school. 	School-Based Attendance Person	
Three Unexcused Days	<p><u>Grades K-8</u></p> <p>A SIT meeting may be scheduled immediately if prior history of truancy.</p>	School-Based Attendance Person Guidance Counselor	See SIT Meeting, page 12
<p>Automated phone system meets the contract requirement ONLY if it results in an actual conversation between parent or guardian and school representative.</p>			
Four Consecutive Days without school's knowledge of reason	<p><u>All Grades</u></p> <ul style="list-style-type: none"> Parent/guardian contact will be made. 	School-Based Attendance Person	
Five Consecutive Days during the first week of school	<p><u>All Grades</u></p> <ul style="list-style-type: none"> Home Visit to inquire of reasons for absence 	District Attendance Officer	
Five Unexcused Days	<p><u>All Grades</u></p> <ul style="list-style-type: none"> A computer-generated letter is mailed to parent. The school may refer to Director of Student Services for a Truancy Staffing if student has previous history of excessive absences and SIT Meeting. If a district level 	School-Based Attendance Person Guidance Counselor	Attachment B - 5 Day Letter

OCSB Attendance Procedures

	<p>Truancy Staffing has been held, once the point of a 5-day letter is reached during a new school year, the district may proceed with a truancy court referral.</p>		
Nine Absences	<p><u>All Grades</u> A computer-generated letter is mailed to parent.</p>	School-Based Attendance Person	Attachments F,G 9 day letter
Ten Unexcused Days	<p><u>All Grades</u></p> <ul style="list-style-type: none"> • A computer-generated letter is mailed to parent. • Contact is made with the parent via personal or telephone conference. • . • A SIT meeting is scheduled if for the first time. • Referral (mandatory) is made to Director of Student Services for a Truancy Staffing if student has previous history of excessive absences and SIT Meeting. 	<p>School-Based Attendance Person</p> <p>Principal or designee</p> <p>Guidance Counselor</p> <p>Guidance Counselor</p>	<p>Attachments C, D, E - 10 Day Letter</p> <p>Attachment J - Referral for Staffing</p>
Fifteen Unexcused Days	<p><u>All Grades</u></p> <ul style="list-style-type: none"> • A District Truancy Staffing is conducted with representation from Law Enforcement, School District Personnel, parent, and student • A decision may be made 	District Staff School-Site Staff	

OCSB Attendance Procedures

	<p>to file a petition in truancy court</p> <ul style="list-style-type: none"> Procedures for notification to DCF of Learnfare recipients, <u>Age 14-17</u> Student information is sent to Department of Highway Safety and Motor Vehicles 	School Principal	<p>See Learnfare page 14</p> <p>See DHSMV, page 15</p>
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Note: This chart is only a guide. The principal, guidance counselor, or district attendance officer, through communication with the student or parent, may schedule a SIT meeting or refer to staffing when current interventions are not improving attendance.

VI. Student Information Team (SIT) Meetings

As required by Florida Statute ~~232a~~-1003.26 (1) (b), a SIT meeting must be conducted if a student has five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a 90 calendar day period. In addition a SIT meeting may be called at the principal's discretion.

A. Participants of a SIT Meeting

The meeting should include the student, parents and or guardians, student's counselor, teachers, and other program specialists if needed.

B. Purpose of a SIT Meeting

The meeting brings together parties that may offer assistance to help improve attendance. The purpose of a SIT meeting is to determine reasons/causes for unexcused absences and to begin interventions to address truancy. School Personnel initiate interventions with the student and the family at the time of the SIT meeting.

Educational interventions resulting from the SIT meeting may include:

- Academic Assessment or Review
- Modification/Change of Curriculum
- Modification/Change of Schedule
- Educational Counseling

- Educational Counseling

OCSB Attendance Procedures

OCSB Attendance Procedures

- Referral to Service Agencies

C. Procedures for On-Going Attendance Problems

If a school-level SIT meeting has been held for truancy, once the point of a five day letter is reached during a new school year or new semester, the school may proceed to a referral for a district-level Truancy Staffing and will not need to repeat the school-based SIT meeting. In an attempt to correct the attendance problem, parent notification is required prior to this referral.

If a district-level Truancy Staffing has been held, once the point of a five day letter is reached during a new school year or new semester, the district may proceed with a truancy court referral. In an attempt to correct the attendance problem, parent notification is required prior to this referral.

Note: Form O-EX-39 should be completed at this meeting

From this point forward, there will be ongoing communication between the Student Services Office and staff at the student's school to review, implement, and revise strategies.

VII. Statute 1003.26 Enforcement of School Attendance Guidelines

It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district.

If a student subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the district school superintendent or his/her designee shall refer the case to the case staffing committee pursuant to s.984.12. and the district school superintendent or his/her designee may file a truancy petition pursuant to the procedures in s. 984.151.

OCSB Attendance Procedures

The judge may:

1. Order the parent to participate in parenting classes.
2. Order the parent to attend school with the child.
3. Order community service hours at the school for child or parent.
4. Refer the child/parent for counseling or other services as appropriate.
5. Impose fines for each day of school missed in accordance with 1003.27(7)(d).

The judge will continue to require the child to be present for hearings periodically until the case is resolved or the child becomes ineligible. Additional sanctions may be ordered for the child or parents if attendance does not improve.

VIII. Learnfare/Habitually Truant

The School Board of Okeechobee County and the Department of Children and Families have a cooperative agreement in place that addresses statutory responsibilities and implements procedures regarding the Learnfare Program. Learnfare allows the sanctioning of parents who receive cash assistance for children if those children are school age and are excessively absent from school.

Section 414.1251(1), Florida Statutes, requires DCF to reduce the temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who is not exempt from school attendance requirements and who has been identified as a habitual truant or as a dropout.

Pursuant to section 1003.27 (2) (b), Florida Statutes, a habitual truant is defined as a student who has accumulated 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or legal guardian.

School districts will notify DCF when a Learnfare eligible child is either a habitual truant or a dropout. At that time, DCF staff will review the case record to determine if good cause exists for failure to participate. If good cause does not exist, the sanction will be imposed and the parent will receive a notice of case action to reflect that the child's needs have been removed from the benefit amount. If the parent does not agree, DCF procedures allow the parent or guardian of a habitually truant or dropout child to request a fair hearing. The child

OCSB Attendance Procedures

may be reinstated or added back to the case under the following circumstances: (1) following the truant child's substantially improved attendance during a subsequent grading period; or (2) after the dropout child enrolls in a public school, receives a high school diploma or its equivalent, enrolls in preparation for General Educational Development Tests, or enrolls in other educational activities approved by the district school board.

IX. Department of Highway Safety and Motor Vehicles Notification Procedures

Section 1003.27 (b) Florida Statutes - The district school superintendent must report to the DHSMV habitual truants and dropouts. A truant or dropout may have their driver's license privilege taken away. In addition, the DHSMV may withhold issuing a permit. The following procedures should be followed according to law in referring students to DHSMV for missing 15 unexcused days of school:

1. The Administrative Assistant of I.T. will forward the information on students 14 to 17 years old missing 15 unexcused days of school.
2. DHSMV will mail an Intent to Suspend letter to the student.
3. The student then has 15 calendar days to schedule a hearing to document hardship. The hearing, which will be heard and processed by the principal, must take place within 30 days. **The school principal must immediately notify the district contact of a student's request for a waiver.** This urgency stems from Florida law stating that the district contact must notify the DHSMV within 24 hours after a student's request for a hearing.
4. The hearing must be conducted within 30 days. The principal must notify the district contact of the outcome of the hearing as notification must be given to DHSMV within 24 hours.
5. If no response and/or no improvement in attendance have been made, the DHSMV will send an Order of Suspension letter to the truant student.

OCSB Attendance Procedures

Students must attend school for 30 consecutive days without an unexcused absence to have their license reinstated. The principal of the school will provide students with a paper document certifying no unexcused absences within the past 30 days. The signature on this document must be notarized or accompanied by the official school seal.

Attachment A
Sample Letter Requesting Parent Note
Grades K-8

Dear Parent:

Florida Statute 1003.26 states, "each parent or guardian must justify each absence and the school must evaluate each justification based upon policies that define an excused and unexcused absence."

According to our records your child, _____ was absent _____, and no record of a phone call or note by you was received. Please complete the following and return it to school.

Student's Name :	_____
Date of Absence:	_____
Reason for Absence:	_____
Parent/Guardian Signature:	_____

To avoid this extra paperwork, we ask that you please call the school the day your child is absent. If a telephone is unavailable to you please write a note.

Sincerely,

**Attachment B
Sample 5-Day Letter
All Grades**

To the Parent or Guardian of:

(Name)

(Address)

(Date)

Our records indicate that your son/daughter has been absent from school excessively. Five (5) or more of the absences are unexcused. Our records indicate that the school attendance clerk, and/or automated phone service has contacted your home.

Florida Statute 1003.21 mandates compulsory attendance between the ages of 6 and 16. Florida Statute 1003.24 mandates that parents are responsible for the attendance of their school-age children. The superintendent of schools is required by law, F S 1001.53, to enforce the compulsory school attendance laws.

Learnfare: Important notice for parents who are recipients of cash assistance from DCF. If your child is a habitual truant or dropout, DCF may reduce the cash assistance received for that child.

Please contact _____ at (863-462-5____) to justify these absences so that no further action is necessary.

Sincerely,

Principal

OCSB Attendance Procedures

Attachment
GE
Sample 10-Day Letter
Grades K-5

To the Parent or Guardian of:
(Name)
(Address)
(Date)

Our records indicate your son/daughter has ten (10) unexcused absences. Regular attendance is an essential factor in succeeding at school. Please be advised that your child's unexcused absences will impact his/her grades through a reduction in credit earned for missed assignments.

Florida Statute 1003.21 mandates compulsory attendance between the ages of 6 and 16. Florida statute 1003.24 mandates that parents are responsible for the attendance of their school-age children. The superintendent of schools is required by law, FS 1001.53, to enforce the compulsory school attendance laws.

Learnfare: Important notice for parents who are recipients of cash assistance from DCF. If your child is a habitual truant or dropout, DCF may reduce the cash assistance received for that child.

Please contact _____ at (863-462-5____) to justify these absences so that no further action is necessary.

Sincerely,

Principal

OCSB Attendance Procedures

Attachment
DE
Sample 10-Day Letter
Grades 6-8

To the Parent or Guardian of:
(Name)
(Address)
(Date)

Our records indicate your son/daughter has ten (10) unexcused absences. Regular attendance is an essential factor in succeeding at school. Please be advised that your child's unexcused absences will impact his/her grades through a reduction in credit earned for missed assignments.

Florida Statute 1003.21(c) requires a student who attains the age of sixteen (16) be subject to compulsory attendance unless he/she files a formal declaration of intent to terminate school enrollment with the district school board. This must be signed by the student's parent. In addition to impacting the student's future earning potential, the Department of Highway and Motor Vehicles may withhold the issuance of or suspend your child's driver's license for non-attendance.

Learnfare: Important notice for parents who are recipients of cash assistance from DCF. If your child is a habitual truant or dropout, DCF may reduce the cash assistance received for that child.

Please contact _____ at (863-462-5___) to justify these absences so that no further action is necessary.

Sincerely,

Principal

OCSB Attendance Procedures

Attachment
EG
Sample 10-Day Letter
Grades 9-12

To the Parent or Guardian of:
(Name)
(Address)
(Date)

Our records indicate your son/daughter has ten (10) unexcused absences. Regular attendance is an essential factor in succeeding at school. Please be advised that your child's unexcused absences will impact his/her grades through a reduction in credit earned for missed assignments and, therefore, may result in failure to earn credit for a course.

Florida Statute 1003.21 (C) requires a student who attains the age of sixteen (16) be subject to compulsory attendance unless he/she files a formal declaration of intent to terminate school enrollment with the district school board. This must be signed by the student's parent. In addition to impacting the student's future earning potential, the Department of Highway Safety and Motor Vehicles may withhold the issuance of or suspend your child's driver's license for non-attendance.

In order for a student to earn credit in a course, a student must not be absent more than nine unexcused days per semester. A student who exceeds nine unexcused absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, pass a comprehensive semester exam, and earn a passing semester grade for that course.

Learnfare: Important notice for parents who are recipients of cash assistance from DCF. If your child is a habitual truant or dropout, DCF may reduce the cash assistance received for that child.

Please contact _____ at (863-462-5___) to justify these absences so that no further action is necessary.

Sincerely,

Principal

OCSB Attendance Procedures

Attachment
FC
Sample 9-Day Letter
Grades K-8

To the Parent or Guardian of:
(Name)
(Address)
(Date)

School board policy states that more than nine absences in a school year are considered excessive, and medical verification of illness must be provided after that point. This policy is based upon the belief that we cannot provide the best education possible for children who are excessively absent from school.

Our records indicate that your child accumulated nine days of excused absences in this school year. Therefore, any further absences will require that you provide the school with verification of illness from a medical doctor or professional for each absence. Failure to provide medical verification will result in the absence being unexcused.

Please contact me at _____ to schedule an appointment concerning your child's attendance or the attendance policy.

Sincerely,

Principal

OCSB Attendance Procedures

Attachment
GD
Sample 9-Day Letter
Grades 9-12

To the Parent or Guardian of:

(Name)

(Address)

(Date)

School board policy states that more than nine absences in a semester are considered excessive, and medical verification of illness must be provided after that point. This policy is based upon the belief that we cannot provide the best education possible for children who are excessively absent from school.

Our records indicate that your child accumulated nine days of excused absences in this semester. Therefore, any further absences will require that you provide the school with verification of illness from a medical doctor or professional for each absence. Failure to provide medical verification will result in the absence being unexcused.

Please contact me at _____ to schedule an appointment concerning your child's attendance or the attendance policy.

Sincerely,

Principal

Attachment H
Compulsory School Attendance Law

Compulsory School Attendance Law

Florida Statute Chapter 1003.27 (7) (1-2)

A parent who refuses or fails to have a child who is under his or her control attend school regularly, or who refuses or fails to comply with the requirements in subsection (3), is guilty of a misdemeanor of the second degree, punishable as provided by law. The continued or habitual absence of a child without the consent of the principal or teacher in charge of the school he or she attends or should attend, or of the tutor who instructs or should instruct him or her, is prima facie evidence of a violation of this chapter; however, the court of the appropriate jurisdiction, upon finding that the parent has made a bona fide and diligent effort to control and keep the child in school, shall excuse the parent from any criminal liability prescribed herein and shall refer the parent and child for counseling, guidance, or other needed services.

Delivered to the parent/guardian

By: _____ Date: _____
School Attendance Officer

(Parent Copy)

Attachment I

Student's Intent to Withdraw from School

I, _____, age _____
(Student Name)

file this as a formal intent to withdraw from school as of _____.

I acknowledge that I have been provided information of the impact of this action:

Terminating school enrollment prior to graduation will likely reduce my potential earnings and negatively affect my career options.

Terminating school enrollment will result in the revocation/denial of my driving privileges until age 18.

(Signature of Student)

(Date of Birth)

(Signature of Parent)

(Mailing Address)

(Signature of School Official)

(Date)

OCSB Attendance Procedures

Attachment J
Okeechobee County

Student Information Team Date of Meeting: _____

Student's Name: _____ Student ID#: _____

DOB/AGE: _____ Grade: _____ School: _____

Purpose: Behavior Needs Parent Request Other _____
Truancy Academic Needs

School Review:

Has Has not repeated grade(s)
List Grade(s): _____
Does Does not have academic difficulties.
List subjects with difficulties: _____
Does Does not have behavior difficulties.
Summary of behavior concerns: _____
Does Does not take medication.
List medications/amount: _____
Other (List): _____

Team Outcome (determine what will be tried, person responsible and time frame for trial):

- 1. Person Responsible: _____ Time Frame for Intervention: _____
- 2. Person Responsible: _____ Time Frame for Intervention: _____
- 3. Person Responsible: _____ Time Frame for Intervention: _____

SIT Team Assistance:

_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title
_____ Name/Title	_____ Name/Title

O-EX-39

Attachment K
Referral for District Truancy Staffing
Okeechobee County School Board/Student Services Department

ESE Program

Regular Program

OCSB Attendance Procedures

Truancy Referral
(Student Attendance Record Must Be Attached)

Student ID # _____ School _____ Grade _____ Referral Date _____

Student Name _____ Date of Birth _____ Race _____ Sex _____

Parent/Guardian _____ Phone# _____ Work # _____

Address _____

Step 1: School Contact Telephone _____ Conference _____ Mail _____
Date(s) _____ Date(s) _____ Date(s) _____

Comments/Results: _____

Step 2: School Attendance Assistant Contact DATES _____

Comments/Results: _____

Step 3: School Counselor Conference Dates _____

Curriculum Changes _____ yes/no _____ If yes, has truancy been resolved? Yes/no

Comments/Results: _____

Step 4: Educational Review Date _____ Psychological Evaluation? Yes/no

Comments/Recommendations: _____

Step 5: Joint Staffing Date: _____

Comments/Recommendation: _____

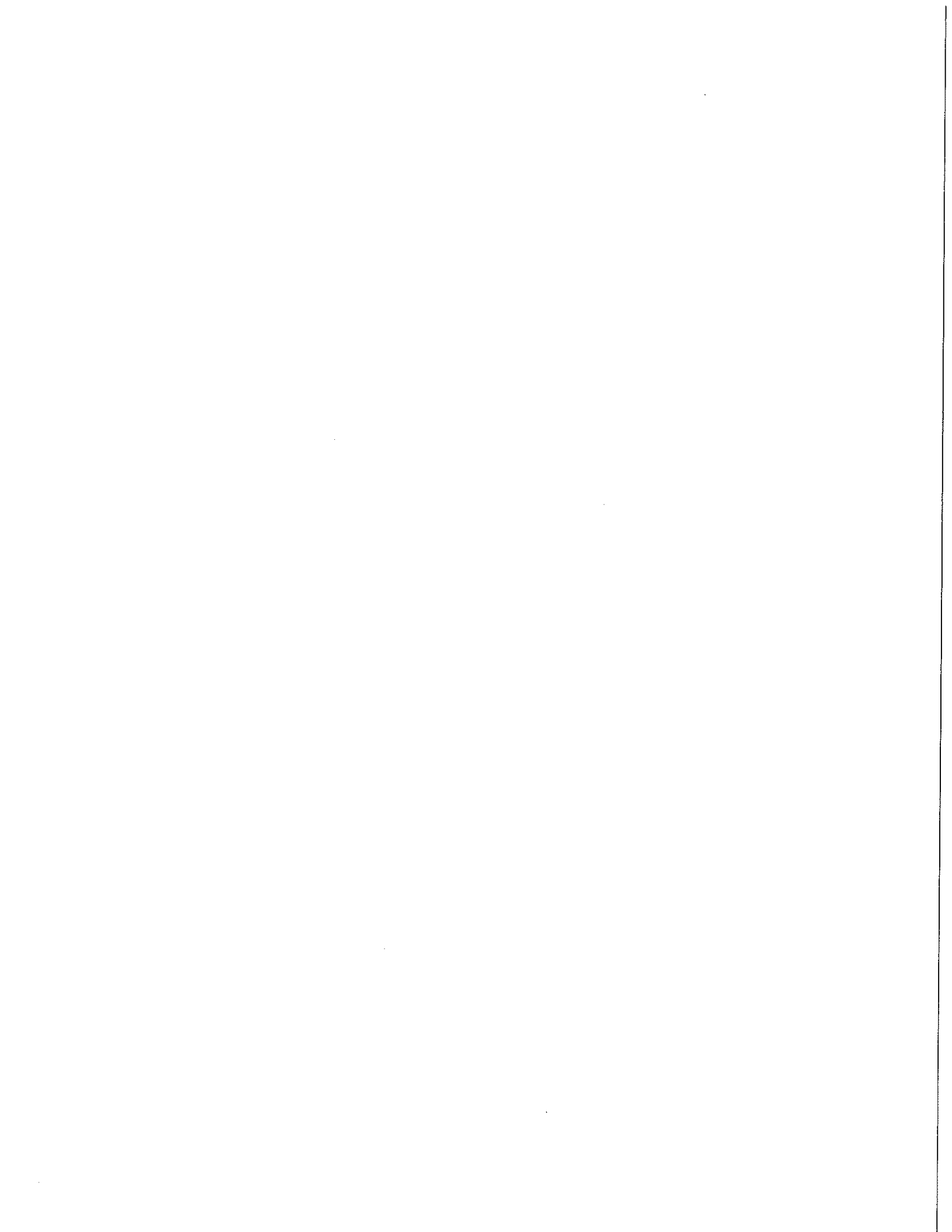
Principal/Designee Signature _____ Date _____ School Attendance Assistant _____ Date _____

Parent/Guardian _____ Date _____ Counselor _____ Date _____

superintendent shall institute a criminal prosecution against the student's parent.

(b) Each public school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. Each designee of the governing body of each private school, and each parent whose child is enrolled in a home education program, may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements and who fails to otherwise satisfy the requirements of s. 322.091. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver license or learner's driver license to, and shall suspend any previously issued driver license or learner's driver license of, any such minor student, pursuant to the provisions of s. 322.091.

1001.53 District school superintendent responsible for enforcement of attendance.—The district school superintendent shall be responsible for the enforcement of the attendance provisions of chapters 1003 and 1006. In a district in which no attendance assistant is employed, the district school superintendent shall have those duties and responsibilities and exercise those powers assigned by law to attendance assistants.



FLORIDA STATUTES

1003.21 All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to 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 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 school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's certified school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student's certified school counselor or other school personnel shall inform the student of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and high school equivalency examination preparation. Additionally, the student shall complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

1003.24 Parents responsible for attendance of children; attendance policy.—Each parent of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. The absence of a student from school is prima facie evidence of a violation of this section; however, criminal prosecution under this chapter may not be brought against a parent until the provisions of s. 1003.26 have been complied with.

1003.26 Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence. If the absence is an excused absence, as defined by district school board policy, the school shall provide opportunities for the student to make up assigned work and not receive an academic penalty unless the work is not made up within a reasonable time.

(b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

1003.27 In each case of nonenrollment or of nonattendance upon the part of a student who is required to attend some school, when no valid reason for such nonenrollment or nonattendance is found, the district school

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **RESOLUTION – ATTENDANCE AWARENESS MONTH - SEPTEMBER 2016**
DATE: September 8, 2016

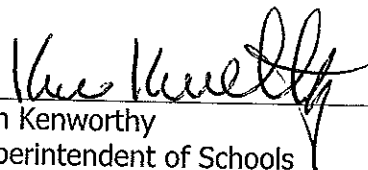
RECOMMENDATION:

That the Board adopt a resolution for Attendance Awareness Month – September 2016.

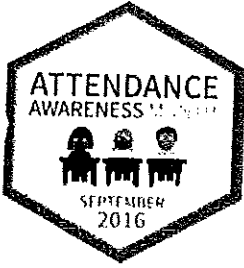
BACKGROUND INFORMATION:

The resolution is attached and is available upon request from the Director of Student Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



**OKEECHOBEE COUNTY
SCHOOL BOARD
RESOLUTION
ATTENDANCE AWARENESS MONTH
SEPTEMBER 2016**



WHEREAS, good attendance is essential to positive student achievement and high school graduation, and we are committed to dedicating our resources to reducing chronic absenteeism starting as early as kindergarten; and

WHEREAS, chronic absenteeism – missing 10 percent or more school days for any reason including excused and unexcused absences, or just two or three days a month – puts students at risk for decreased reading proficiency, academic failure, and eventual dropout, all of which weaken our community and our local economy; and

WHEREAS, the impact of chronic absenteeism has a particularly negative impact on students who face barriers related to unreliable transportation, lack of access to health care, and unstable or unaffordable housing as well as students who don't have the support or resources to overcome lost time in the classroom; and

WHEREAS, chronic absenteeism undermines school improvement efforts because of the challenge inherent in measuring academic achievement and providing additional supports when students are not in attendance to receive instruction; and

WHEREAS, schools and districts should track, document, calculate and share attendance data to ensure chronically absent students are identified and interventions are delivered as early in the school year as possible; and

WHEREAS, all Okeechobee County school students – even those who show up regularly – are affected by chronic absence because teachers must spend time reviewing for students who missed lessons; and

WHEREAS, schools and community agencies should partner to communicate with students and their families to determine causes for chronic absenteeism and provide related supports; and

WHEREAS, improving attendance and reducing chronic absenteeism requires commitment, collaboration, and targeted interventions from a variety of stakeholders including schools, parents, and community resources; and

NOW, THEREFORE, BE IT RESOLVED, the Okeechobee County School Board of Education joins schools across the nation in recognizing September 2016 as "Attendance Awareness Month" and commits to reducing chronic absenteeism and giving all children an equitable opportunity to learn, grow, and thrive academically, emotionally, and socially.

Passed and adopted this 8th day of September, 2016.

Malissa Morgan
School Board Chairman

ATTEST:

Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: MASTER INSERVICE PLAN FOR 2016-2017
DATE: September 8, 2016

RECOMMENDATION:

That the Board approve the Master Inservice Plan for 2016-2017.

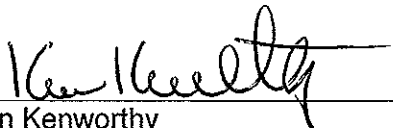
BACKGROUND INFORMATION:

The Master Inservice Plan includes all inservice educational components for all employees from all fund sources. The only revisions for this year are for the PDA courses sponsored by FDLRS in Instructional Technology:

- 3003002- PDA: Technology for Student Success: Assistive Technology
- 3003001- PDA: Technology for Student Success An Introduction

The complete Master Inservice Plan is available upon request in the office of the Coordinator of Professional Development.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: **LETTER OF AGREEMENT WITH SCHOOLHOUSE CONSULTING GROUP, INC.**

DATE: June 9, 2015

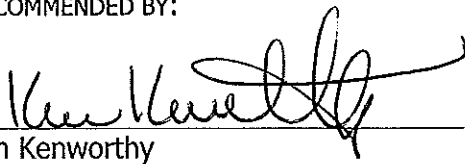
RECOMMENDATION:

That the Board approve a letter of agreement with Schoolhouse Consulting Group, Inc. at a cost of \$2,470.00 for 2015-16 to provide consulting and lobbying support for Okeechobee County School District as part of the Treasure Coast workgroup.

BACKGROUND INFORMATION:

This is a renewal agreement for 2015-16 with no change in cost. A copy of the renewal letter is included in Board member agendas and is available upon request in the Superintendent's office.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: AGREEMENT WITH PARADISE PEDIATRIC THERAPY, LLC
DATE: September 8, 2016

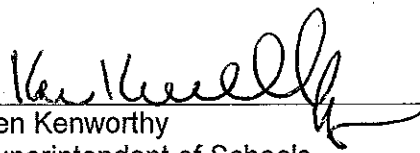
RECOMMENDATION:

That the Board approve a contract with Paradise Pediatric Therapy, LLC, to provide speech therapy services for students effective August 1, 2016, through July 31, 2017.

BACKGROUND INFORMATION:

This is a new contract. Funding is provided by the District with a fee of \$60 per hour. Medicaid is billed for services to eligible students. The agreement is included in Board member agendas and is available upon request in the office of the Director of Exceptional Student Education.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **CONTRACT FOR CHILDCARE SERVICES FOR TEEN PARENTING PROGRAM**
DATE: September 8, 2016

RECOMMENDATION:

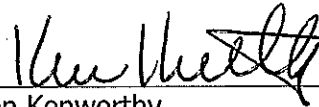
That the Board approve the contract with the childcare facility listed below to provide childcare services for the Teen Parenting Program for the 2016-17 fiscal year.

- Okeechobee Children's Academy

BACKGROUND INFORMATION:

This is a new contract. A requirement of the Teen Parenting Program is that childcare be provided during the time that the mothers/fathers are in school. Contracting for private childcare has been successful, and continuation of contracted services through private childcare providers is recommended for the 2016-17 school year including summer school. There has been no change in the daily rate from last year. A copy of the standard contract is included in Board member agendas, and a copy of the contract listed above is available upon request in the office of the Director of Student Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board

FROM: Ken Kenworthy, Superintendent of Schools

SUBJECT: COOPERATIVE AGREEMENT WITH FLORIDA HEIKEN CHILDREN'S VISION PROGRAM, LLC

DATE: September 8, 2016

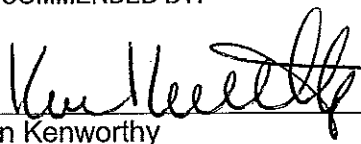
RECOMMENDATION :

That the Board approve a Cooperative Agreement with Florida Heiken Children's Vision Program, LLC to provide vision services for the 2016-2017 school year.

BACKGROUND INFORMATION:

This agreement was approved July 12, 2016. This is a revised agreement. A copy of the agreement is attached and is available upon request in the office of the Director of Student Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **DISTRICT STRATEGIC PLAN FOR 2015-2020 (2016-17 VERSION)**
DATE: September 8, 2016

RECOMMENDATION:

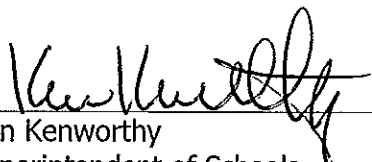
That the Board approve the 2015-2020 Strategic Plan for Okeechobee County Schools (2016-17 Version).

BACKGROUND INFORMATION:

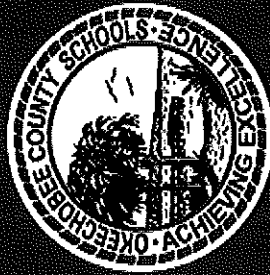
The Strategic Plan contains data covering a 5-year period to 2020, and will be revisited for updating and necessary revisions annually. The Plan contains four Focus Areas: Academic, Student, Human Capital, and District Systems.

The School Board met in workshop session on August 22, 2016, to provide input for the Strategic Plan. The Strategic Plan is attached and is available upon request in the Superintendent's office.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools



OKEECHOBEE COUNTY SCHOOL DISTRICT

Perseverance, Respect, Integrity, Dependability, Ethics

2015 - 2020 Strategic Plan (2016-17 Version)

Vision

**Achieving Excellence:
Putting Students First!**

Mission

**To prepare all students to be college and career ready
and function as productive citizens.**

FOCUS AREAS				
	1 Academic	2 Student	3 Human Capital	4 District Systems
Desired State	All students will be academically prepared to enter post-secondary education or a career of their choice.	The educational environment will be focused on the student.	All employees will be invested in academic achievement.	All departments will work smarter and more efficiently to support student achievement.
Division Priorities	<ul style="list-style-type: none"> Improve engagement in standards driven instruction from bell to bell. Increase proficiency on state assessments. Ensure career and college readiness. 	<ul style="list-style-type: none"> Teach core values. Ensure students are cared for, nurtured, valued, and respected. Encourage students' responsibility for learning by charting their progress and bearing the cognitive load. 	<ul style="list-style-type: none"> Fully staff schools and departments with skilled employees. Develop skills so that all employees are performing at a highly effective level. Improve attendance of faculty and staff. 	<ul style="list-style-type: none"> Support technology for standards achievement and business functions. Ensure all facilities are in pristine condition, safe, and conducive to learning. Partner with our community to enhance student success.

* The Strategic Plan is designed to provide a framework upon which all school improvement plans are developed and implemented.

Focus Area 1: Academic

<p>Division Priority</p> <p>Improve engagement in standards driven instruction from bell to bell.</p> <ul style="list-style-type: none"> Increase proficiency on state assessments. Ensure career and college readiness. 				
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
<p>Objective 1: Exceed the state average in all state assessed areas by 2019-20.</p>	<ul style="list-style-type: none"> 1. Focus on standards based instruction for K-12 by: <ul style="list-style-type: none"> a. Continue implementation of the Florida Standards Implementation Plan. b. Focus PLCs on standards based instruction and instructional shifts. c. Identify sources of authentic and rigorous text for instruction with professional development. d. Communicate a vertical progression of standards. e. Ensure use of curriculum maps in all subjects. f. Increase opportunities for students to develop conceptual understanding and application. g. Provide more opportunities for students to talk about their mathematical thinking. 2. Monitor instruction through instructional rounds. 3. Develop, create, and modify interim assessments <ul style="list-style-type: none"> a. Contact publishers to revise/improve/align assessments. b. Construct and review tests banks and questions to reflect rigor of the standards. c. Submit interim assessments to District to District (D2D) for evaluation for improvement. d. Administer interim assessments for all 	<p>FSA data</p> <p>Standards Mastery reports</p> <p>i-Ready diagnostic reports</p> <p>Performance Matters reports</p> <p>Data collected as a result of instructional rounds</p> <p>Creation of interim assessments</p> <p>Florida Standards Implementation Plan Checklists</p> <p>School Improvement Plans</p> <p>FAIR</p>	<p>Instructional Services</p> <p>Coordinator of PD</p> <p>Coordinator of Accountability</p> <p>Principals</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4717- Title I, Part C</p> <p>Project 4721- Title II</p> <p>Project 1730 - Instructional Materials</p> <p>Project 1752 -- Putting Students First</p> <p>Project 1704 – SAI Summer School</p> <p>School Discretionary</p>

	<p>state assessed areas.</p> <p>4. Increase the percent of students on grade level or proficient on interim assessments (70% on PM)</p> <ol style="list-style-type: none"> Use sub-group data from state and interim assessments to differentiate instruction. Ensure Level 1s and 2s are receiving targeted intervention to reach proficiency. Target 3rd grade reading, closing the gap between 2nd and 3rd grade reading and 5th grade ELA, math and science. 			
<p>Objective 2: Increase student acceleration measures.</p>	<ol style="list-style-type: none"> Increase the annual number of industry certifications 5% every year through 2019-20. Develop a school-level plan to increase participation in accelerated programs (such as AVID, STEM, Gifted, AP, Dual Enrollment) with an emphasis on underrepresented populations. Develop a monitoring system to ensure all high school students that qualify have the opportunity to take a dual enrollment or AP course and or achieve an industry certification. Increase the number of students earning an Associate's Degree to 20 by 2020. Increase the duplicated enrollments in dual enrollment classes to 1,000 by 2020. 	<p>Industry Certifications</p> <p>Enrollment records</p> <p>School Acceleration Enrollment/Participation</p> <p>Records by Demographic</p>	<p>Coordinator of GSP</p> <p>Director of Student Services</p> <p>Principals</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4717- Title I, Part C</p> <p>Project 4721- Title II</p> <p>Project 4701- Title III</p> <p>Project 1759 - AVID</p> <p>Projects 1712 & 1738 - Dual Enrollment & Textbooks</p> <p>Project 1791 - AP</p> <p>Projects 4781, 4785- Perkins</p> <p>Project 1708 - Industry Certification</p>

<p>Objective 3: Increase the graduation rate to meet the state average.</p>	<ol style="list-style-type: none"> Increase the K-12 promotion rates. Identify the students that would benefit from the 18-credit graduation option prior to 9th grade. Increase student attendance rates. Increase engagement by exploring afterschool activities that are not dependent on GPA starting in elementary and middle school. Explore the possibility of increasing the number of career programs which lead to industry certification. Explore the possibility expanding Advancement Via Individual Determination (AVID) to the elementary level. Employ a graduation coach at OHS and an Intervention Specialist at OAA to meet the needs of at-risk students. Pilot <i>Capturing Kids' Hearts</i> at YMS. Clarify and communicate the procedures of early warning system and MTSS. Develop and disseminate a credit recovery plan for the district. Incorporate literacy and math into elective classes to provide real-life context. (CAR-PD) 	<p>Student database records</p> <p>List of additional programs</p> <p>MTSS records</p> <p>EWS records</p> <p>Creation of credit recovery plan</p>	<p>Director of Student Services</p> <p>Principals</p> <p>Instructional Services</p> <p>Director of ESE</p> <p>Director of IT</p> <p>Coordinator of GSP</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4717- Title I, Part C</p> <p>Project 4721- Title II</p> <p>Project 4701- Title III</p> <p>SAI</p> <p>Projects 4781 & 4785- Perkins</p> <p>Project 1708- Industry Certs</p> <p>Projects 4755- Title VI</p> <p>Grad Coach & Credit Retrieval Para</p> <p>General Funds</p>
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DISTRICT TOTALS FOR READING

	Diagnostic 1 2015-16	Diagnostic 2 2015-16	Diagnostic 3 2015-16
Gr K	25%	58%	85%
Gr 1	17%	51%	76%
Gr 2	24%	51%	72%
Gr 3	45%	63%	72%
Gr 4	21%	36%	50%
Gr 5	24%	31%	39%
Gr 6	27%	37%	42%
Gr 7	25%	34%	37%
Gr 8	28%	27%	34%

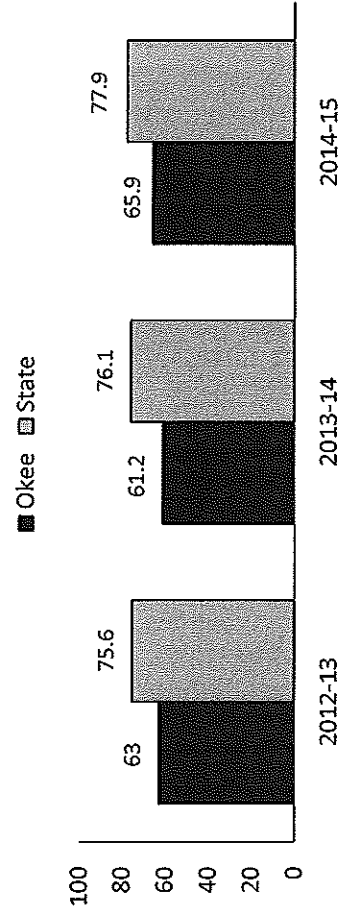
DISTRICT TOTALS FOR MATH

	Diagnostic 1 2015-16	Diagnostic 2 2015-16	Diagnostic 3 2015-16
Gr K	13%	40%	72%
Gr 1	12%	34%	69%
Gr 2	16%	42%	71%
Gr 3	25%	50%	68%
Gr 4	36%	55%	76%
Gr 5	35%	50%	63%
Gr 6	27%	40%	47%
Gr 7	14%	22%	30%
Gr 8	14%	14%	24%

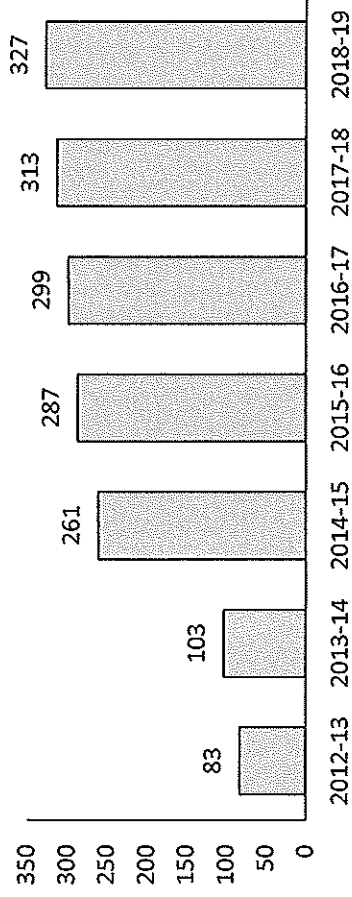
English/Language Arts Exams			
Grade	Okee % Passing	State % Passing	Gap
3	43	54	-11
4	46	52	-6
5	33	52	-19
6	37	52	-15
7	34	49	-15
8	44	57	-13
9	35	51	-16
10	36	50	-14

Mathematics Exams			
Grade	Okee % Passing	State % Passing	Gap
3	60	61	-1
4	56	59	-3
5	43	55	-12
6	43	50	-7
7	42	52	-10
8	50	48	+2

Graduation Rate



Industry Certifications



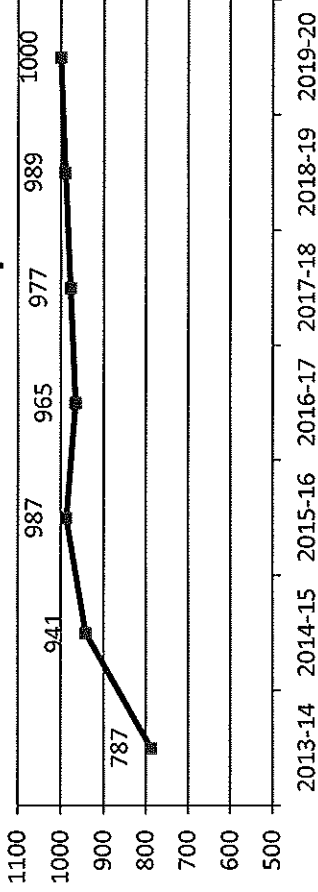
2015-16 Math			
Grade	Okee % Passing	State % Passing	Gap
Algebra 1	44	55	-11
Algebra 2	26	40	-14
Geometry	30	51	-21

2015-16 History			
Grade	Okee % Passing	State % Passing	Gap
Civics	51	67	-16
US History	47	66	-19

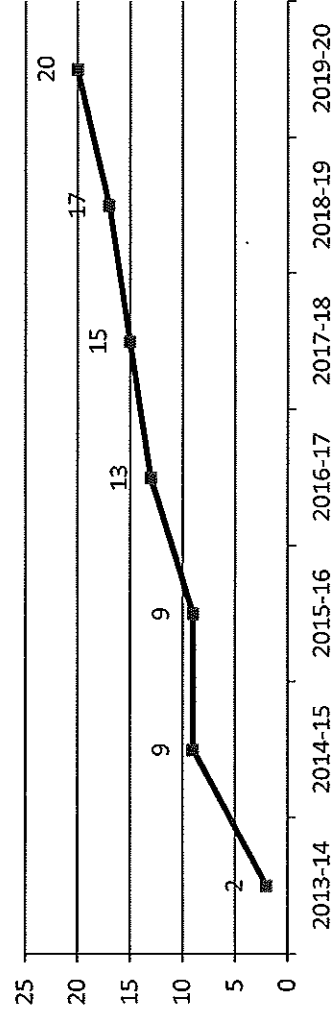
2015-16 Promotion Rates Grades 3-10			
Grade	Number Retained	End of Year Membership	Promotion Rate
3	83	595	86%
4	9	471	98%
5	2	497	99%
6	26	470	94%
7	29	415	93%
8	30	436	98%
9	7	466	98%
10	5	426	99%

2015-16 Science Grades 5, 8, Biology			
Grade	Okee % Passing	State % Passing	Gap
Grade 5	39	51	-12
Grade 8	35	50	-15
Biology	52	64	-12

Dual Enrollment Participation



Students with AA Degrees

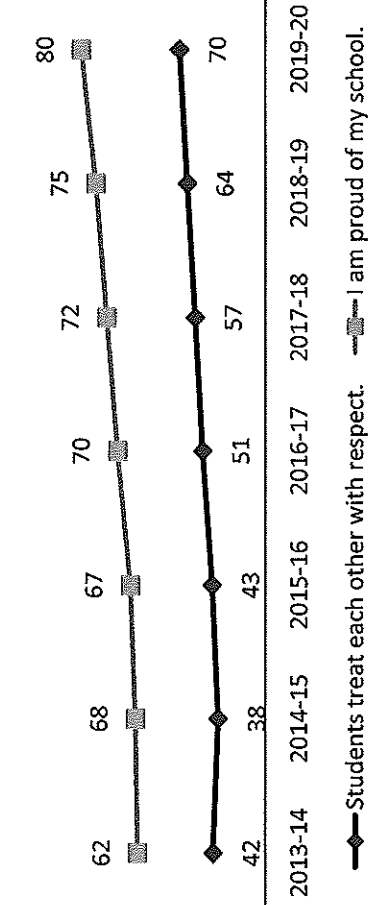


Focus Area 2: Student

<p>Desired State The educational environment will be focused on the student.</p>		<p>Division Priority</p> <ul style="list-style-type: none"> • Teach core values. • Ensure students are cared for, nurtured, valued and respected. • Encourage students' responsibility for learning by charting their progress and bearing the cognitive load. 		
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
<p>Objective 1: Decrease the number of students with 2.1+ days of absences.</p>	<ol style="list-style-type: none"> 1. Decrease the number of students with 9+ unexcused absences by 5%. 2. Reduce the number of out-of-school suspensions. 3. Develop a district system of support and employ alternatives to out of school suspension. <ol style="list-style-type: none"> a. Identify and communicate age appropriate behaviors through professional development. 4. Convene a district committee to evaluate progressive discipline. 5. Examine quarterly suspension data by subgroup, incidents, and rate of suspension. 6. Implement the attendance policies timely and accurately. 	<p>Student database SESIR data PD sign-in Sheets</p>	<p>Director of Student Services Principals Instructional Services ESE Staff Behavioral Analyst</p>	<p>Indirect Costs Project 1720 - Saturday School</p>
<p>Objective 2: Create a safe and nurturing learning environment as evidenced by increased positive responses to "I feel safe at school." and "Students treat each other with respect."</p>	<ol style="list-style-type: none"> 1. Teach Character Education/PRIDE/PBS at all schools. <ol style="list-style-type: none"> a. Revitalize PBS Program by developing school-wide committees, providing training and procuring funding. b. Establish a character education program that incorporates core values (PRIDE). c. Continue efforts to educate all stakeholders in bullying and harassment prevention and policy. 	<p>Climate Surveys Curriculum Recognitions, awards and incentives</p>	<p>Instructional Services Principals Assistant Principals Director of ESE Behavioral Analyst</p>	<p>IDEA Project 1730 - Instructional Materials School Discretionary</p>
<p>Objective 3: Students will demonstrate engagement by taking ownership of their learning as evidenced by increased effectiveness on Indicators 5 and</p>	<ol style="list-style-type: none"> 1. Review rubric with teachers on targeted indicators during pre-plan. 2. Teachers will collaborate and design questions to encourage rigorous conversations among students. 3. Teachers will examine student work to ensure 	<p>PLC Meeting Calendars Sign-sheets of PLC meetings Performance Appraisal Data</p>	<p>Principals Coordinator of PD Reading Coaches</p>	<p>Indirect Costs</p>

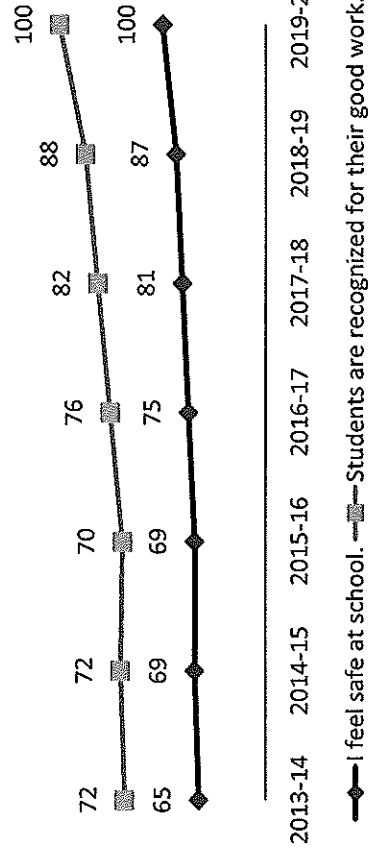
8 of the instructional evaluation instrument.	<p>students are carrying cognitive load.</p> <p>4. School will create a plan on conducting data chats with students on academic progress.</p> <p>5. Secondary teachers will implement WICOR strategies consistently in their classes.</p>	WICOR Walk-throughs	District AVID Coordinator	
<p>Objective 4: Increase the positive response to "Students are recognized for their good work."</p>	<p>1. Provide recognition for students' academic and behavioral success.</p> <p>2. Communicate those successes through Social Media, newsletters, website, newspaper.</p>	Tracking of recognitions	Principals	School Based Funds - internal
<p>Objective 5: Provide timely, targeted interventions, enrichments and resources to all students to ensure their academic and behavioral success.</p>	<p>1. Schools will implement the MTSS Model.</p> <p>2. Provide accelerated courses and enrichment.</p> <p>3. Schools will monitor EWS-Early Warning System.</p> <p>4. Schools will develop and implement BIPS when necessary.</p> <p>5. School leadership identifies social and emotional student needs based on MTSS and EWS.</p> <p>6. Crisis Counselors provide support groups.</p>	<p>Tracking of the numbers of:</p> <p>a. students at each tier</p> <p>b. staffings during the year</p> <p>c. students on watch list</p> <p>d. students in acceleration courses</p> <p>e. students in enrichment groups</p> <p>f. students identified as gifted</p> <p>Group attendance sheets</p>	<p>Principals</p> <p>Director of ESE</p> <p>Instructional Services</p> <p>Crisis Counselors</p>	Indirect Costs

Student Climate Surveys



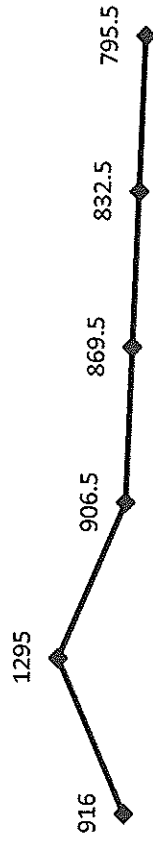
◆ Students treat each other with respect. ■ I am proud of my school.

Student Climate Surveys



◆ I feel safe at school. ■ Students are recognized for their good work.

Students with 9+ Unexcused Absences



2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

School	Days of Out-of-School Suspensions
CES	40
EES	113
NES	13
OAA	527
OFC	482
OHS	458
OMS	583
SEM	185
SES	50
YMS	469
TOTAL	2920

Focus Area 3: Human Capital

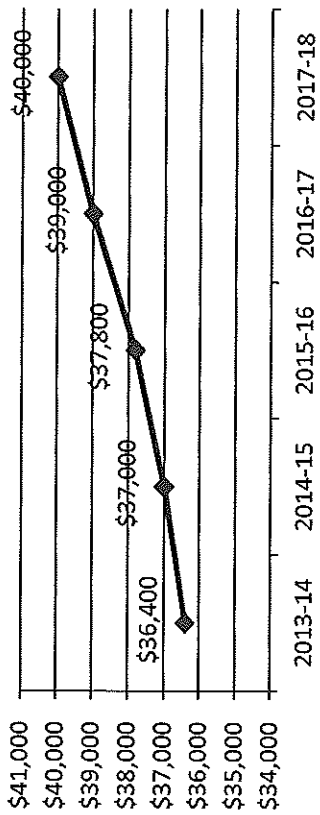
Desired State	Strategies	Monitoring Tools	Responsibility	Funding
<p>Desired State All employees will be invested in academic achievement.</p>	<p>Strategies</p> <ul style="list-style-type: none"> Fully staff schools and departments with skilled employees. Develop skills so that all employees are performing at a highly effective level. <ul style="list-style-type: none"> Improve attendance of faculty and staff 	<p>Monitoring Tools</p> <p>Performance Appraisal Data PLC Minutes/Agenda Sign-in Sheets</p>	<p>Responsibility</p> <p>Coordinator of PD Principals</p>	<p>Funding</p> <p>Project 4731- Title I, Part A Project 4721- Title II Project 1722 - Instructional Staff Training</p>
<p>Objective 1: Enhance teacher performance through staff development based on prioritized needs identified through teacher appraisal data and deliberate practice plans.</p>	<p>1. 2016-17 professional development will be provided to teachers on these indicators (identified from 2015-16 teacher appraisal data.)</p> <ul style="list-style-type: none"> Indicator #5- Engages students Indicator #7- Cognitive Load Indicator #10- Questioning <p>2. Professional Development on these topics will be addressed during PLCs facilitated by a reading coach, administrator or outside agency.</p>			
<p>Objective 2: Build capacity of classified staff by increasing the number of professional development opportunities.</p>	<p>1. 2016-17 professional development will be provided to classified employees on following topics: Skyward, Customer Service, Safety, data processing,</p>	<p>Agendas Sign-in sheets</p>	<p>Department Heads Coordinator of PD</p>	<p>Project 4721- Title II IT Budget</p>

<p>Objective 3: Recruit additional substitutes and provide them with meaningful training to continue academic focus.</p>	<p>bookkeeping, custodial subjects, monitoring and evaluating ELL and ESE files, use of technology, and instructional practices.</p> <ol style="list-style-type: none"> 1. Advertisements will be developed to recruit substitutes. 2. Training for long-term subs will be provided through JumpSTART Pd. 3. Onboarding training will take place with new subs. 4. Include long-term substitutes in Project One Support Teachers (POST) meetings. 5. Implement Safe Schools Substitute Program. 	<p>Training agendas Sign-in sheets Advertisements</p>	<p>Director of HR Coordinator PD</p>	<p>Project 4721- Title II</p>
<p>Objective 4: Increase the beginning teacher salary to \$40,000 by 2017-18.</p>	<ol style="list-style-type: none"> 1. Research salaries of surrounding and like-size districts. 2. Negotiate salary increase with Association. 3. Ensure funds are appropriate to sustain increase. 	<p>Salary schedule</p>	<p>Superintendent Director of Finance</p>	<p>General Funds</p>
<p>Objective 5: Provide employees positive feedback for good work.</p>	<ol style="list-style-type: none"> 1. Increase the use of social media to recognize employees. 2. Continue Board Recognition. 3. Create a district committee to investigate motivational incentives. 4. Administer <i>StrengthFinders</i> to the leadership team. 	<p>Board Agendas Climate Surveys StrengthFinder Matrix</p>	<p>Webmasters Administrative Services Coordinator of PD</p>	<p>Project 4721- Title II</p>
<p>Objective 6: Enhance instructional leadership capacity of district and school-based leaders.</p>	<ol style="list-style-type: none"> 1. 2016-2017 Professional Development Focus for Instructional Leaders will be on the following: <ul style="list-style-type: none"> • Cambridge Calibration provided to all new administrators. • District to District (D2D) Feedback Training. • Deeper understanding of Instructional Shifts. 2. School Walk-Throughs based on D2D, DA, Evaluation rubric will be conducted by: <ul style="list-style-type: none"> • By district and school leaders once a month. • By school-based teams (P, AP, RC) 	<p>Sign- Sheets Principal meeting agendas Performance appraisal data</p>	<p>Superintendent Coordinator of PD Instructional Services Principals</p>	<p>Project 4721- Title II Project 1787 - Instructional Leadership</p>

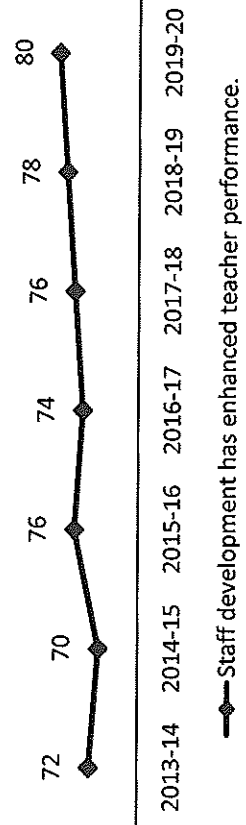
	<p>and a district leader twice a quarter. PD will be provided at each principals' meeting on these indicators (identified form 2015-2016 teacher appraisal data)</p> <ul style="list-style-type: none"> • Indicator #5- Engages Students • Indicator #7- Cognitive Load • Indicator #10- Questioning 	<p>3. PD will be provided at each principals' meeting on these indicators (identified form 2015-2016 teacher appraisal data)</p> <ul style="list-style-type: none"> • Indicator #5- Engages Students • Indicator #7- Cognitive Load • Indicator #10- Questioning 		
<p>Objective 7: Enhance instructional leadership capacity of teacher leaders.</p>	<ol style="list-style-type: none"> 1. Utilize teacher leaders to assist with POST. 2. Encourage teacher leaders to participate in professional development and share upon return. 3. Utilize teacher leaders to facilitate appropriate professional development. 	<p>PD Calendar</p> <p>List of Teacher Leaders who work as PD Facilitators.</p>	<p>Principals</p> <p>Coordinator of PD</p> <p>Teacher Leaders</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4721- Title II</p> <p>Project 1722 - Instructional Staff Training</p> <p>Indirect Costs</p>
<p>Objective 8: Reduce sick, personal, and unearned leave absences of employees.</p>	<ol style="list-style-type: none"> 1. In addition to each payroll, monitor leave on a monthly basis. 2. Follow the unearned leave practice of notifying employees of ability to take Family Medical Leave (FMLA). 3. Develop procedures that govern when to begin FMLA as well as run FMLA and sick leave concurrently. 	<p>Monthly payroll reports</p> <p>Skyward data</p> <p>Developed procedures</p>	<p>Finance Department</p> <p>Principals</p> <p>Administrative Services</p>	
<p>Objective 9: Develop policies, protocols, and procedures to ensure that system and school leaders have access to hire, place and retain qualified professional and support staff.</p>	<ol style="list-style-type: none"> 1. Revise Human Resources Management Development plan (HRMD). 2. Increase access to Teachers-Teachers.com for aide in recruitment. 3. Increase collaborative recruitment efforts with a district recruitment team. 4. Increase salaries to be competitive. 5. Form a committee to help develop policies and procedures for Human Resources. 6. Reexamine staffing formula to determine if additional elementary support staff is needed. 	<p>HRMD</p> <p>List of recruitment activities</p> <p>Salary schedules</p>	<p>Administrative Services</p> <p>Director of HR</p> <p>Coordinator of PD</p>	<p>General Funds</p> <p>Project 1709 - T2T</p> <p>Project 1706 - AIT</p>
<p>Objective 10: Educate all instructional staff on Florida standards, curriculum guides, appropriate assessments and support them through professional</p>	<ol style="list-style-type: none"> 1. Update instructional tool kits. 2. Utilize PLCs to discuss Florida Standards. 3. Monitor the use of the standards mastery test to ensure pace of curriculum map. 4. Provide professional development 	<p>Tool kits</p> <p>PLC agendas</p> <p>Professional development</p>	<p>Coordinator of PD</p> <p>Instructional Services</p>	<p>Project 1723 - Special Needs</p> <p>Project 472.1- Title II</p>

development.	according to master-in-service plan.	offerings Standards mastery reports	Coordinator of Accountability Principals Reading Coaches
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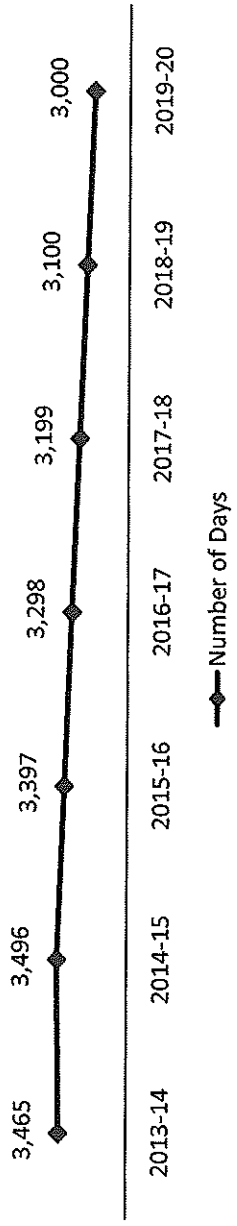
Beginning Teacher Salary



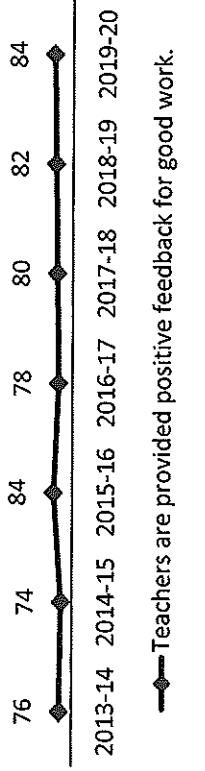
Enhancing Teacher Performance through Staff Development



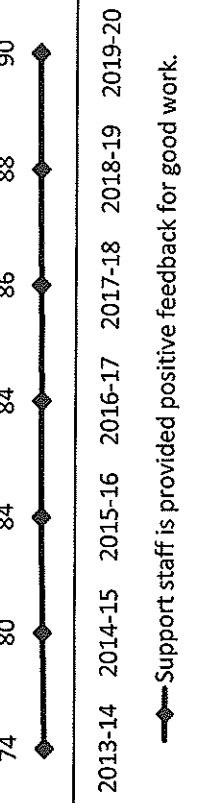
Number of Teacher Absences



Teachers are Provided Positive Feedback for Good Work



Support Staff is Provided Positive Feedback for Good Work



DIRECT INSTRUCTION		Performance Values Rating Percentages			
Performance Responsibilities		U	NI/D	E	HE
5.	Engages all students in the work of the lesson from start to finish.	<1	15	73	11
6.	Ensures all students are working with content aligned to the appropriate standards for their subject and grade.	<1	8	80	12
7.	Organizes instruction so that students are carrying the cognitive load in the classroom.	1	22	64	13
8.	Ensure that all students demonstrate that they are learning.	1	17	72	11
9.	Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency.	2	10	71	17
10.	Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards.	1	19	67	12
11.	Monitors learning activities providing feedback and reinforcement to students.	1	8	78	13

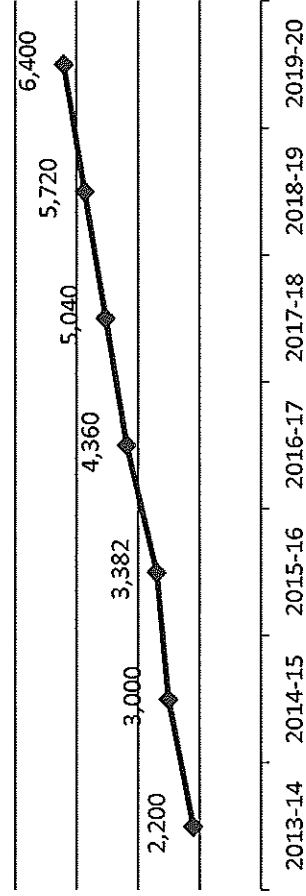
Focus Area 4: District Systems

Desired State		Division Priority		
All departments will work smart and efficiently to support student achievement		<ul style="list-style-type: none"> Support technology for standards achievement and business functions. Ensure all facilities are in pristine condition, safe, and conducive to learning. Partner with our community to enhance student success. 		
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
<p>Objective 1: Be 1:1 by 2019-20.</p>	<ol style="list-style-type: none"> Create professional development plan for each school site that is 1:1. Provide teachers with ELA standards and technology matrix. Develop plan to provide devices to remaining schools. Ensure infrastructure is in place through 3rd party evaluation. Explore feasibility of placing Wifi on busses. 	<p>Creation of plan</p> <p>T4 (Teachers Train Teachers in Technology) plan and training documents</p> <p>Report from 3rd party evaluation</p>	<p>IT</p> <p>Principals of Selected Sites</p> <p>Director of Operations</p>	<p>Project 1777 - DCP</p> <p>Capital Funds</p>
<p>Objective 2: Utilize the highly qualified sync between Skyward Student and Skyward Business to achieve high school scheduling.</p>	<ol style="list-style-type: none"> Set-up Skyward training for HQ sync. Develop procedures for implementing the sync and monitoring the system. Provide training to those involved. 	<p>Development of high school master schedule for 2017-18</p>	<p>Director of HR</p> <p>Director of IT</p> <p>Principals</p> <p>Assistant Superintendents</p>	<p>IT Budget</p>

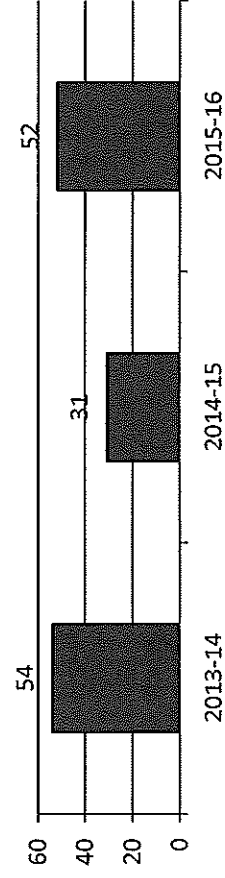
<p>Objective 3: Write policies and procedures that align all district systems.</p>	<ol style="list-style-type: none"> 1. Identify areas in which written policies and procedures are needed inside departments and or jobs. 2. Identify a plan of dissemination for searchable written policies and procedures. 	<p>Written policies and procedures</p>	<p>All Administrators</p>	<p>Indirect Costs</p>
<p>Objective 4: Continue to implement cost effective strategies to address capital needs.</p>	<ol style="list-style-type: none"> 1. Prioritize needs based on safety and security. 2. Align funding sources with the principals' needs. 	<p>Long range plan for capital needs Capital budget - SREF</p>	<p>Director of Operations</p>	<p>Capital Budget</p>
<p>Objective 5: Continue researching possibility of special facilities construction for Okeechobee High School.</p>	<ol style="list-style-type: none"> 1. Research traffic patterns at OHS. 2. Research correction of draining problem. 3. Examine hiring lobbyist. 	<p>Plans and completion of projects</p>	<p>Board Members Superintendent Director of Oper</p>	<p>Capital Budget General Funds</p>
<p>Objective 6: Monitor workers' compensation claims.</p>	<ol style="list-style-type: none"> 1. Worker's compensation reports will be pulled monthly. 2. Safe School training will be utilized by all employees during the 2016-17 school year. 3. Employees requiring medical attention will be drug tested and required to complete a Safe School's module relating to their accident. 	<p>Tracking through Safe Schools platform Origami System reports SREF</p>	<p>Assistant Superintendent for Administrative Services</p>	<p>General Funds Project 1742 - Drug Testing</p>
<p>Objective 7: Create a system of support for atypical student behaviors.</p>	<ol style="list-style-type: none"> 1. Formulate protocols for all schools by the behavioral analyst. 2. Identify strategies, resources and interventions 3. Sequence of steps and timeline for interventions. 	<p>Development of protocols Lists of strategies and interventions</p>	<p>Director of ESE Behavioral Analyst Assistant Principals</p>	<p>Indirect Costs</p>
<p>Objective 8: Provide Skyward trainings for job-alike groups.</p>	<ol style="list-style-type: none"> 1. Review policies and procedures. 2. Train principals, assistant principals, data processors and guidance, include district office. 3. Implement Skyward PD center. 4. Utilize NEFEC personnel for Skyward training. 	<p>Policies and Procedures Training Agendas</p>	<p>Director of IT IT Data Specialists</p>	<p>IT Budget</p>
<p>Objective 9: Achieve District Accreditation by 2019-20.</p>	<ol style="list-style-type: none"> 1. Host 2-day meeting to set the stage for process. 2. Review standards and complete checklist by school. 	<p>Checklists Uploaded Documents</p>	<p>Director of Student Services Principals</p>	<p>Project 4721- Title II District Funds A</p>

	<ol style="list-style-type: none"> Align district initiatives. Upload documents. Complete all components of the Strategic and School Improvement Plans. Host Accreditation Team in 2017. 	Accreditation	<p>School Leadership Teams</p> <p>Assistant Superintendents</p> <p>Coordinator of GSP</p> <p>Principals</p> <p>Supervisor of Food Service</p> <p>Food Service Managers</p> <p>Webmasters</p>	& A budget
<p>Objective 10: Continue Academic Parent Teacher Teams, APTT, in four elementary schools.</p> <p>Objective 11: Increase breakfast and lunch participation.</p>	<ol style="list-style-type: none"> Develop academic focus for each grade. Market participation through social media. Collect participation data. Investigate alternative serving line opportunities. Serve more homemade food items. Increase menu variety. Offer reimbursable meals from carts. Use contests to entice/increase participation. Explore on-line payment opportunities. Marketing/Educating of food service programs. 	<p>Participation data</p> <p>Food Service POS data</p> <p>Menus</p>	<p>Project 4731- Title I, Part A</p> <p>Food Service Budget</p>	
<p>Objective 12: Implement HB41 regarding hazardous walking conditions.</p>	<ol style="list-style-type: none"> Investigate current hazardous walking conditions for compliance. Explore grants for funding. Create <i>safe routes to schools</i> committees including county and city staff. 	<p>List of hazardous walking conditions</p> <p>Grant applications</p> <p>Committee Minutes</p>	<p>Supervisor of Transportation</p> <p>School-based committee</p>	<p>Potential Grants</p>

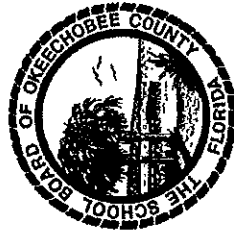
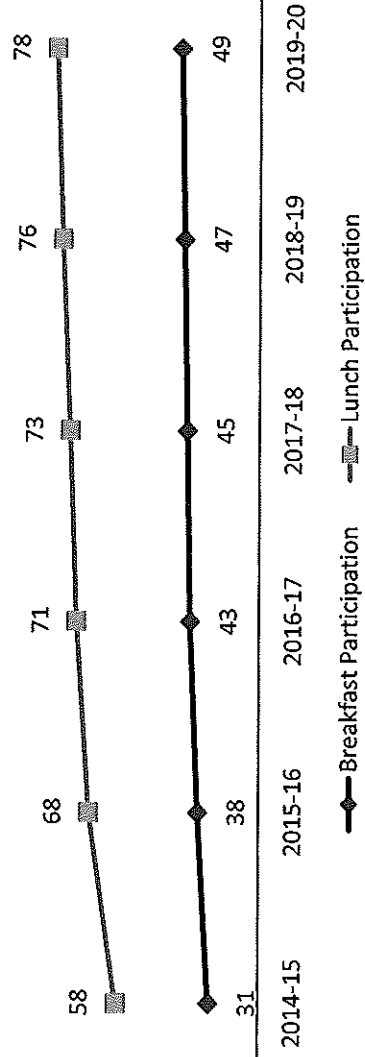
of Computers



WC Claims needing Medical Attention



Child Nutrition Data



Board Chairperson:

Malissa Morgan

Board Vice Chairperson:

Jill Holcomb

Board Members:

Joe Arnold

Dixie Ball

India Riedel

Superintendent:

Ken Kenworthy

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **2016-17 DISTRICT ASSESSMENT CALENDAR**
DATE: September 8, 2016

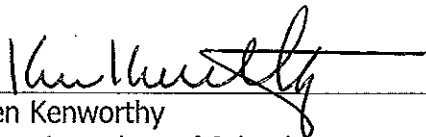
RECOMMENDATION:

That the Board approve the 2016-17 District Assessment Calendar.

BACKGROUND INFORMATION:

Approval of the annual District Assessment Calendar is required by statute. The calendar is attached and will be posted on the District's website. Copies of the 2016-17 Assessment Calendar are also available upon request from the Coordinator of K-12 Accountability & Assessment.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

2016-2017 Assessment Schedule

Month	Date Ranges 2016-2017	Test Abbrev.	Assessment Description	Grades	Entity Requiring
August 2016	Aug. 10 - Sep. 21, 2016	FLKRS	<u>Florida Kindergarten Readiness Screener</u> - Administered to access readiness for kindergarten.	Grade K	State
	Aug. 15 - Sep. 2, 2016	iReady1	<u>iReady Diagnostic Assessment</u> - Used to progress monitor student mastery of benchmarks in reading and mathematics.	Grades 1-12	District
	Aug. 15 - Aug. 26, 2016	PM1	<u>Performance Matters Interim Assessments</u> (Science Grades 6-8) - Use to progress monitor student mastery of benchmarks in science.	Grades 6-8	District
	Aug. 15 - Sep. 2, 2016	FAIR	<u>FAIR</u> - Florida Assessments for Instruction in Reading which provides teachers screening, diagnostic, and progress monitoring information.	Grades 9-12	District
	Aug. 29 - Sept. 9, 2016	iReady1	<u>iReady Diagnostic Assessment</u> - Used to progress monitor student mastery of benchmarks in reading and mathematics.	Grade K	District
September 2016	Sep. 6 - 16, 2016	PM1	<u>Performance Matters Interim Assessments</u> - Use to progress monitor student mastery of benchmarks in science grades 3-5, Biology and Civics.	Grades 3-11	District
	Sep. 12 - 23, 2016	FSA Alg 1 EOC	<u>Algebra 1 FSA End of Course Exam</u> - Students must be proficient on test to earn a high school diploma.	Grades 7-11	State
	Sep. 12 - 23, 2016	FSA Geo EOC	<u>Geometry FSA End of Course Exam</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 8-12	State
	Sep. 12 - 23, 2016	FSA Alg 2 EOC	<u>Algebra 2 FSA End of Course Exam</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 10-12	State
	Sep. 19 - 30, 2016	WR1	<u>Writing Interim Assessment</u> - District-wide progress monitoring writing assessment.	Grades 1-10	District
	Sep. 12 - 23, 2016	Civics EOC	<u>Civics End of Course Exam (Retakes)</u> - Students must complete exam to fulfill middle grades promotion criteria.	Grade 7	State
October 2016	Oct. 1, 2016	SAT	<u>SAT</u> - a national college admissions exam (previously the Scholastic Aptitude Test).	Grades 10-12	National
	Oct. 10 - 21, 2016	FCAT 2.0	<u>Florida Comprehensive Assessment Test (Reading Retakes)</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 10-12	State
	Oct. 10 - 28, 2016	FSA	<u>Florida Standards Assessments (ELA Grade 10 Retakes)</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grade 10	State
	Oct. 19, 2016	PSAT	<u>Preliminary Scholastic Aptitude Test</u> - Standardized test that provides practice for the SAT and measures critical reading, math problem solving and writing skills.	Grades 8-11	National
	Oct. 22, 2016	ACT	<u>ACT</u> - previously the American College Test is national college admissions exam.	Grades 10-12	National
November 2016	Nov. 7 - Dec. 2, 2017	FAIR	<u>FAIR</u> - Florida Assessments for Instruction in Reading which provides teachers screening, diagnostic, and progress monitoring information.	Grades 9-12	District
	Nov. 15, 2016	ASVAB	<u>Armed Services Vocational Appitude Battery</u> - Appitude test designed to match skill/interest with occupations.	Grades 9-12	National
	Nov. 28 - Dec. 16, 2016	FSA Alg 1 EOC	<u>Algebra 1 FSA End of Course Exam</u> - Students must be proficient on test to earn a high school diploma.	Grades 7-11	State
	Nov. 28 - Dec. 16, 2016	FSA Geo EOC	<u>Geometry FSA End of Course Exam</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 8-12	State
	Nov. 28 - Dec. 16, 2016	FSA Alg 2 EOC	<u>Algebra 2 FSA End of Course Exam</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 10-12	State

2016-2017 Assessment Schedule

	Nov. 28 - Dec. 16, 2016	Civics EOC	<u>Civics End of Course Exam (Retakes)</u> - Students must complete exam to fulfill middle grades promotion criteria.	Grade 7	State
	Nov. 28 - Dec. 16, 2016	iReady2	<u>iReady Diagnostic Assessment</u> - Used to progress monitor student mastery of benchmarks in reading and mathematics.	Grades K-12	District
December 2016	Dec. 3, 2016	SAT	<u>SAT</u> - a national college admissions exam (previously the Scholastic Aptitude Test).	Grades 10-12	National
	Dec. 5 - 15, 2016	PM2	<u>Performance Matters Interim Assessments (Science Grades 6-8)</u> - Use to progress monitor student mastery of benchmarks in science.	Grades 6-8	District
	Dec. 5 - 16, 2016	CCE S1	<u>Common Course Exams (One-semester Courses Only)</u> - Course-specific exams designed to measure students' mastery of content.	Grades 6-12	State
	Dec. 12 - 16, 2016	SEM	<u>Semester Exams</u>	Grades K-12	State
January 2017	Jan. 4 - 20, 2017	WR2	<u>Writing Interim Assessment</u> - District-wide progress monitoring writing assessment.	Grades K-10	District
	Jan. 21, 2017	SAT	<u>SAT</u> - a national college admissions exam (previously the Scholastic Aptitude Test).	Grades 10-12	National
	Jan. 30 - Feb. 15, 2017	PM2	<u>Performance Matters Interim Assessments</u> - Use to progress monitor student mastery of benchmarks in science 3-5, Biology and Civics.	Grades 3-11	District
	Jan. 30 - Mar. 24, 2017	ACCESS	<u>ACCESS for ELLs 2.0</u> - Measure the English language proficiency of English Language Learners (ELL).	ELL students Grades 3-12	State
February 2017	Feb. 11, 2017	ACT	<u>ACT</u> - previously the American College Test is national college admissions exam.	Grades 10-12	National
	Feb. 13 - Mar. 3, 2017	FAIR	<u>FAIR</u> - Florida Assessments for Instruction in Reading which provides teachers screening, diagnostic, and progress monitoring information.	Grades 9-12	District
	Feb. 27 - Mar. 10, 2017	FSA WR	<u>FSA Writing Assessment</u> - Writing assessment measuring the elements of focus, organization, support and conventions.	Grades 4-10	State
	Feb. 27 - Apr. 14, 2017	FSAA	<u>Florida Standards Alternate Assessment (Elementary and Middle Schools)</u> - Designed to measure reading, math and science when the FSA is not appropriate even with accommodations due to significant disabilities.	< 1% of Students (ESE) Grades 3-11	State
March 2017	Mar. 11, 2017	SAT	<u>SAT</u> - a national college admissions exam (previously the Scholastic Aptitude Test).	Grades 10-12	National
	Mar. 13 - Apr. 28, 2017	FSAA	<u>Florida Standards Alternate Assessment (High Schools)</u> - Designed to measure reading, math and science when the FSA is not appropriate even with accommodations due to significant disabilities.	< 1% of Students (ESE) Grades 3-11	State
	Mar. 27 - Apr. 7, 2017	FSA	<u>Florida Standards Assessments for ELA</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards. (PBT)	Grade 3	State
	Mar. 27 - Apr. 7, 2017	FCAT 2.0	<u>Florida Comprehensive Assessment Test (Reading Retakes)</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 11-12	State
	Mar. 27 - Apr. 7, 2017	FSA	<u>Florida Standards Assessments (ELA Retakes)</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grade 10	State
	Mar. 27 - Apr. 7, 2017	Alg 1 EOC	<u>Algebra 1 End of Course Exam (Retakes)</u> - Students must be proficient on test to earn a high school diploma.	Grade 12	State
	Apr. 08, 2017	ACT	<u>ACT</u> - previously the American College Test is national college admissions exam.	Grades 10-12	National

2016-2017 Assessment Schedule

April 2017	Apr. 10 - May 12, 2017	FSA	<u>Florida Standards Assessments for Math</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 3-8	State
	Apr. 10 - May 12, 2017	FSA	<u>Florida Standards Assessments for ELA</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 4-10	State
	Apr. 17 - May 12, 2017	FSA EOC	<u>End-of-Course Assessments for Algebra 1, Algebra 2, and Geometry</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 7-12	State
	Apr. 17 - May 19, 2017	NGSSS EOC	<u>End-of-Course Assessments for Biology 1, Civics, and US History</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 7-12	State
	Apr. 24 - May 19, 2017	iReady3	<u>iReady Diagnostic Assessment</u> - Used to progress monitor student mastery of benchmarks in reading and mathematics.	Grades K-12	District
May 2017	May 1 - 5, 2017	FCAT 2.0	<u>Florida Comprehensive Assessment Test for Science</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 5 & 8	State
	May 1 - 12, 2017	PM3	<u>Performance Matters Interim Assessments (Science Grades 6-7)</u> - Use to progress monitor student mastery of benchmarks in science.	Grades 6-7	District
	May 1 - 12, 2017	AP	<u>Advanced Placement Exams</u> - Exams offered to students taking advanced placement courses. Students scoring Level 3 or higher may be issued college credit.	Grades 9-12	Program Required
	May 1 - May 26, 2017	CCE S2	<u>Common Course Exams (Year-Long Courses Only)</u> - Course-specific exams designed to measure students' mastery of content.	Grades 6-12	State
	May 15 - 19, 2017	SEM	<u>Semester Exams - Seniors</u>	Grade 12	State
	May 22 - 26, 2017	SEM	<u>Semester Exams - Underclassmen</u>	Grades 9-11	District
	May 24, 2017	SAT10	<u>Stanford Achievement Test</u> - Assessment used during summer reading camp to show proficiency in 3rd grade.	Grade 3	State
June 2017	Jun. 3, 2017	SAT	<u>SAT</u> - a national college admissions exam (previously the Scholastic Aptitude Test).	Grades 10-12	National
July 2017	July 10 - 21, 2017	FSA EOC	<u>End-of-Course Assessments for Algebra 1, Algebra 2, and Geometry</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 7-12	State
	July 10 - 21, 2017	NGSSS EOC	<u>End-of-Course Assessments for Biology 1, Civics, and US History</u> - Criterion-referenced assessment designed to measure student progress toward meeting Florida Standards.	Grades 7-12	State
Ongoing	Ongoing	Ind Cert	<u>Industry Certification</u> - Exams designed to demonstrate technical skills in career and technical education courses - Certified Nursing Assistant, Microsoft Office, Adobe Certification, National Center for Construction Education and Research, Agribusiness Certification.	Grades 9-12	Program Required
	Ongoing	PERT	<u>Postsecondary Education Readiness Test</u> - Offered to high school students to determine placement in coursework and to show college readiness.	Grades 10-12	State

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **REVISIONS TO PERSONNEL ALLOCATIONS FOR 2016-17**
DATE: September 8, 2016

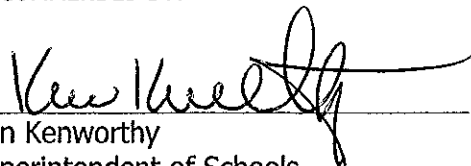
RECOMMENDATION:

That the Board approve the following revisions to personnel allocations for the 2016-2017 fiscal year:

Instructional Personnel

<u>Action</u>		<u>#</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
<u>Add</u>	<u>Delete</u>				
✓		2	Teacher, Basic	South Elementary School	08-24-2016
	✓	1	Teacher, Perm Sub	Okeechobee High School	08-24-2016
	✓	1	Teacher, Perm Sub	Central Elementary School	08-24-2016

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

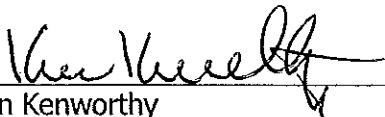
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: EMPLOYMENT OF PERSONNEL
DATE: September 8, 2016

RECOMMENDATION:

That the following personnel be employed:

<u>Name</u>	<u>Position</u>	<u>School or Center</u>	<u>Effective Date</u>
Alexander, Maurice	Teacher, VE Inclusion	Seminole Elementary School	08-04-2016
Beatty, Nicole	Teacher, Drop Out Prev.	Okeechobee Achievement Academy	08-01-2016
Birts, Frank	Bus Driver	Transportation	08-09-2016
Ditroia, Christina	Bus Driver	Transportation	08-25-2016
Dodson Mary Garcia	Teacher, Reading	Osceola Middle School	08-01-2016
Esquivel, Paola Prado	Paraprofessional, ESE	Seminole Elementary School	08-03-2016
Guerin, Jackie	Teacher, Reading	Yearling Middle School	08-01-2016
Henry, Shayla	Teacher, Elementary	South Elementary School	08-08-2016
Jimenez, Laura	Bus Driver	Transportation	08-09-2016
Kelly, Jennifer	Bus Driver	Transportation	08-09-2016
McCranie, Lacey	Aide, Health	South Elementary School	08-08-2016
Melcer, Lori	Paraprofessional	South Elementary School	08-08-2016- 08-12-2016
Melcer, Lori	Teacher, Elementary	South Elementary School	08-15-2016
Moore, Jermaine	Paraprofessional, ESE	Okeechobee Achievement Academy	08-03-2016
Rackley, Aryne	Teacher, Elementary	North Elementary School	08-05-2016
Resendiz, Rodolfo	Aide, Security Monitor	Okeechobee High School	08-16-2016
Samuel, Daisy	Paraprofessional, Title I	Everglades Elementary School	08-03-2016
Suits, Sharon	Teacher, Science	Okeechobee High School	08-03-2016
Varnadore, Christan	Teacher, Elementary	Seminole Elementary School	08-01-2016
Wall, Taylor- Out of Field Lang Arts 7 th /ESOL	Teacher, Language Arts/Rdg	Osceola Middle School	08-10-2016

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

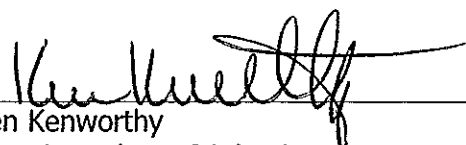
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **EMPLOYMENT OF TEMPORARY PERSONNEL**
DATE: September 8, 2016

RECOMMENDATION:

That the following temporary personnel be employed as needed:

<u>Name</u>	<u>Position</u>	<u>Effective Date</u>
Anuez, Jackie	Aide, Extended Daycare	08-10-2016
Bautista, Ruth	Aide, Extended Daycare	08-10-2016
Bishop, Katrina	Aide, Extended Daycare	08-10-2016
Blanco, Cynthia	Aide, Extended Daycare	08-10-2016
Clark, Amanda	Aide, Extended Daycare	08-10-2016
English, Ruby	Aide, Extended Daycare	08-10-2016
Ferguson, Cecilia	Aide, Extended Daycare	08-10-2016
Freeman, Tabatha	Aide, Extended Daycare	08-10-2016
Gammill, Kathy	Aide, Extended Daycare	08-10-2016
Huddle, Lynn Sue	Finance/Clerical duties	08-22-2016
Nunez, Tamara	Aide, Extended Daycare Leader	08-10-2016
Padgett, Vianka	Aide, Extended Daycare	08-10-2016
Runyon, Brittany	Aide, Extended Daycare	08-10-2016
Szentmartoni, Carol	Aide, Extended Daycare	08-10-2016

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **RESIGNATION, TERMINATION, AND SUSPENSION OF EMPLOYMENT**
DATE: September 8, 2016

RECOMMENDATION:

That resignations for the following personnel be accepted:

Name	Position	School or Center	Effective Date
Lunt, Debra - Retirement	Teacher, ESE	South Elementary School	10-03-2016
Melcer, Lori	Paraprofessional	South Elementary School	08-15-2016
Shiple, Donald	Custodian II	Okeechobee High School	09-08-2016
Smith, Barbara - Retirement	Food Service Assistant	South Elementary School	08-22-2016

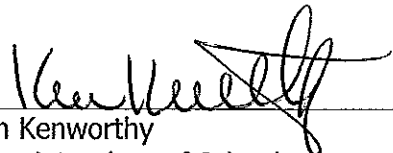
That Tina Brickhouse, Bus Driver, Transportation, be terminated as a probationary employee effective August 17, 2016.

That the resignation of Charlene Farr, Food Service Assistant, Okeechobee High School, be accepted with prejudice effective June 8, 2016, due to lack of sufficient notice.

That the resignation of Laura Jimenez, Bus Driver, Transportation, be accepted with prejudice effective August 12, 2016, due to lack of sufficient notice.

That Kathleen Sanchez, Bus Driver, Transportation, be terminated as a probationary employee effective August 29, 2016.

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

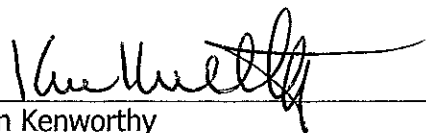
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **TRANSFER OF PERSONNEL**
DATE: September 8, 2016

RECOMMENDATION:

That the following personnel transfers be approved:

<u>Name</u>	<u>Transfer From</u>	<u>Transfer To</u>	<u>Effective Date</u>
Burns, Brittany	Teacher, Elementary Everglades Elementary School	Teacher, Reading Osceola Middle School	08-03-2016
Walker, Joyce	Bookkeeper Seminole Elementary School	Secretary District Office	07-29-2016

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

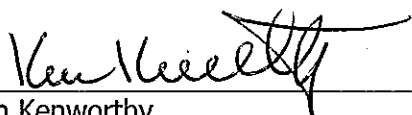
To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: LEAVE REQUESTS
DATE: September 8, 2016

RECOMMENDATION:

That the following leave of absence be approved:

<u>Name</u>	<u>School</u>	<u>Leave Type</u>	<u>From</u>	<u>Through</u>
Fairchild, Kendra	OHS/OFC	Short Term	09-06-2016	10-18-2016
Fusco, James	Everglades Elementary School	Short Term	08-11-2016	08-29-2016
Mead-Faulkner, Gwen	Yearling Middle School	Personal Without Pay	08-10-2016	09-02-2016
Meigs, Cheryl	IT Department	Short Term	Beginning July 18, 2016 and continuing for a total not to exceed 60 days and not extending beyond July 17, 2017.	
Ronkko, Debra	Everglades Elementary School	Personal Without Pay	09-13-2016	10-05-2016
Santangelo, Jennifer	Yearling Middle School	Short Term	08-03-2016	09-07-2016
Smith, Rebecca	Osceola Middle School	Short Term	08-03-2016	08-18-2016

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **ADDITIONS TO SUBSTITUTE TEACHERS FOR 2016-17**
DATE: September 8, 2016

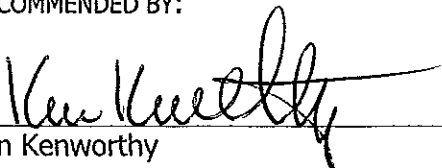
RECOMMENDATION:

That the following personnel be added to the Substitute Teacher List for the 2016-17 school year:

<u>Name</u>	<u>Rank</u>
Attaway, Glenn	I
Berggren, Emily	I
Bowers, Jennifer	I
Byassee, Angel	I
Cable, Margaret	III
Clark, Sherry	I
Covington, Rachel	I
Huddleston, Mary (G4S only)	II
Marquis, Jennifer	III
Raddatz, John	I
Royal, Allison	III
Striebel, Garth	I
Suarez, Leah	I

Rank I – Less than 60 college credit hours
Rank II – 60 or more college credit hours
Rank III – Bachelor's degree or higher

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: BONUS FOR ADVANCED PLACEMENT TEACHERS
DATE: September 8, 2016

RECOMMENDATION:


That the Advanced Placement teachers listed below be granted a bonus of \$50.00 for each student taught by the Advanced Placement teacher in each Advanced Placement course who receives a score of 3 or higher on the College Board Advanced Placement examination in the 2015-2016 school year per Florida Statute 1011.62(n)(1).

Alford, Daniel	\$400
Box, Elizabeth	\$100
LaFlam, Clint	\$150
Leidy, James	\$500
Matchett, Eddie	\$150
Neafsey, Stephen	\$100
Nichols, Scott	\$900
Reister, Wendy	\$200
Szentmartoni, Samantha	\$750

BACKGROUND INFORMATION:

Results of the 2015-2016 College Board Advanced Placement examination were received in July 2016.

RECOMMENDED BY:


Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: PAYMENTS TO PERSONNEL
DATE: September 8, 2016

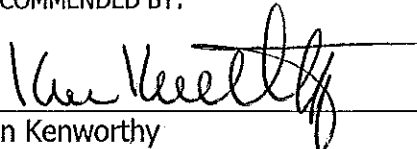
RECOMMENDATION:

That the Board approve the following payments to personnel:

<u>Name/Group</u>	<u>Purpose</u>	<u>Rate of Pay</u>	<u>Time Period (Maximum)</u>	<u>Funding Source</u>
All Personnel Employed in 2016-17	Eligible to Work at School Athletic Program Events	Per Salary Schedule No. 34	As Needed in 2016-17	As Budgeted by Schools
Salas, Adela Harris, David Reister, Wendy Meisel, Amanda Anderson, Jason Szentmartoni, Steve Pung, Carey Botello, Brandi Hyde, Catherine	<u>Additional Class Period – 7th Period</u> Art Science Science Social Studies Auto Mechanics Carpentry Digital Design Spanish Social Studies	Hourly Rate of Pay	2016-17	High School Budget
Stanley, Sue Nunez, Tamara	Open House and Day Care Prep	\$15.00 Per Hour	5 Hours Each	#1753 Extended Daycare
Bishop, Katrina Freeman, Tabitha	Open House for Daycare	\$9.00 Per Hour	2 Hours Each	#1753 Extended Daycare
Griffin, Jane	ESOL Endorsement - 60 hours	\$250.00	June 2016	#1737
Smith, Sonya	Uploading and Creating Lessons/Resources in Schoology for Secondary Math Teachers	\$13.50 Per Hour	07/05/16 – 07/11/16 4 Hours Per Day	#4721 Title II
Streelman, Emily	Project Plus One Planning	\$13.50 Per Hour	06/10/16 Five Hours	#4621 Title II
Jovi, Christine	Additional Bonus for Bus Driver Recruitment (KO)	\$350.00	N/A	Transportation Budget

Note: All professional development shall comply with provisions in the negotiated personnel contracts.

RECOMMENDED BY:


 Ken Kenworthy
 Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **APPROVAL OF GED TEST ADMINISTRATORS**
DATE: September 8, 2016

RECOMMENDATION:

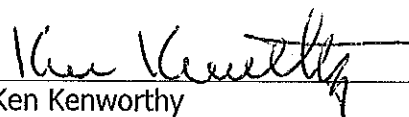
That the Board approve the following employees to administer the GED tests scheduled for the 2016-17 school year:

- Angela Aguirre
- Sharon Whitaker
- Michelle Branham

BACKGROUND INFORMATION:

These employees have been trained and certified as test administrators by Pearson VUE. Test administrators will be scheduled by the Director of Accountability and Assessment.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **K-12 COMPREHENSIVE READING PLAN**
DATE: September 8, 2016

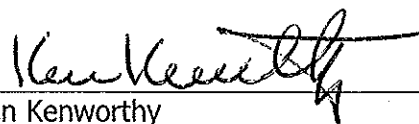
RECOMMENDATION:

That the Board approve the K-12 Comprehensive Reading Plan for the 2016-17 school year with a budget of \$382,109.00.

BACKGROUND INFORMATION:

The district must update the comprehensive plan each school year. Components include leadership, professional development, and a specific plan for elementary, middle, and high schools. Updates to the plan include the High School and Freshman Campus using FAIR for Progress Monitoring for students in Level 1 and 2 Reading. Funds from this project are used for salaries for reading teachers at the secondary level. The plan is included in Board member agendas. A complete plan, including referenced charts, is available upon request in the office of the Assistant Superintendent for Instructional Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: TITLE I, PART A, DISTRICT PARENTAL INVOLVEMENT PLAN
DATE: September 8, 2016


RECOMMENDATION:

That the Board approve the 2016-17 District Title I Parental Involvement Plan.

BACKGROUND INFORMATION:

A school district receiving Title I, Part A, funds is required to have an approved Parental Involvement Plan. The purpose of the District Plan is to provide coordination and assistance to schools in the implementation of parent involvement activities designed to improve student achievement. Each Title I school in the District has a plan. The District Plan is included in Board member agendas and is available upon request in the Special Programs Office.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **2016-2017 DIGITAL CLASSROOM PLAN**
DATE: September 8, 2016

RECOMMENDATION:

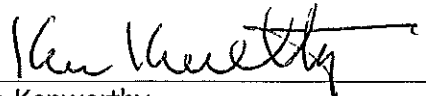
That the Board approve the 2016-17 Okeechobee County School District Digital Classroom Plan.

BACKGROUND INFORMATION:

Florida Statute 1011.62 (12)(b) requires school districts to create a Digital Classroom Plan to be eligible for funding for implementation of digital classrooms. The District will receive \$602,461.00 in funding which will be used to purchase 1:1 devices for OHS, upgrade infrastructure to support the network, purchase software/web services to support student learning and provide training on the use of such tools.

The Digital Classroom Plan is included in Board member agendas and is available upon request from the Director of Information Technology.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **AGREEMENT FOR EDUCATOR EVALUATION TRAINING – RECALIBRATION**
DATE: September 8, 2016

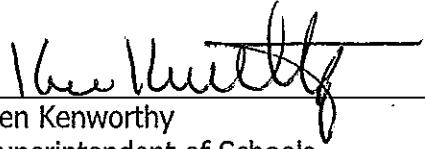
RECOMMENDATION:

That the Board approve an agreement with Cambridge Education to provide recalibration training and feedback training for district level and school level administrators in performing instructional personnel evaluations at a cost of \$8,400.00.

BACKGROUND INFORMATION:

This is a renewal agreement. The cost will be funded from the District Leadership and Faculty Development Grant (Project 1787). The agreement is included in Board member agendas and is available upon request in the office of the Assistant Superintendent of Administrative Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

To: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **MASTER AFFILIATION AGREEMENT FOR FIAT PROGRAMS**
DATE: September 8, 2016

RECOMMENDATION:

That the Board approve the 2016-17 Master Affiliation Agreement with Florida Atlantic University, Florida Institute for the Advancement of Teaching (FIAT). The agreement covers participation programs designed to attract and develop new educators.

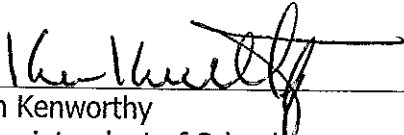
BACKGROUND INFORMATION:

This is a renewal agreement for one or more of the following programs sponsored by FIAT:

- A. Good FIT (First Introduction to Teaching) – Places college freshmen, sophomores, and other students interested in teaching into school classrooms as Instructional Interns one day per week to work with pupils under the direction of a model teacher from the School District for 12 weeks per semester. These students may be from FAU or Florida's community colleges.
- B. SMaRT (Substituting with Mentors and Realistic Teaching) – Places college juniors and seniors in a specific school for a semester as substitute teachers for one or more predetermined days per week with a FIAT master mentor who oversees their induction and performance.
- C. AIT (Accelerated Induction into Teaching) – Places highly qualified student teachers in unfilled classrooms as the instructor of record under the direct, daily, ongoing supervision of a FIAT Master Mentor for one full semester.

A copy of the agreement is included in Board member agendas and is available upon request from the Office of the Assistant Superintendent for Administrative Services.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **BUDGET AMENDMENT #12 FOR JUNE, 2016**
DATE: September 8, 2016

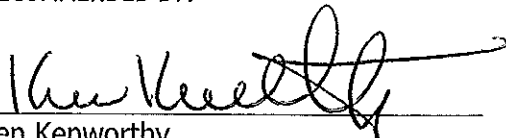
RECOMMENDATION:

That Budget Amendment #12 for June, 2016, be approved.

BACKGROUND INFORMATION:

The Budget Amendment is included in Board member agendas and is available upon request from the Director of Finance.

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **WARRANT REGISTER FOR JULY, 2016**
DATE: September 8, 2016

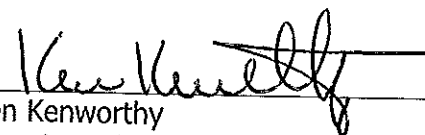
RECOMMENDATION:

That the Warrant Register for July, 2016, be approved as follows:

General Disbursement Account – Warrants #159302 thru #159367, 161000 thru 161119

Operating General Fund	\$900,063.52
Federal Programs Fund	122,678.97
Food Service Fund	97,192.71
Capital Improvement Fund	<u>77,160.72</u>
Total	\$ 1,197,095.92

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools

TO: The Okeechobee County School Board
FROM: Ken Kenworthy, Superintendent of Schools
SUBJECT: **WARRANT REGISTER FOR AUGUST, 2016**
DATE: September 8, 2016

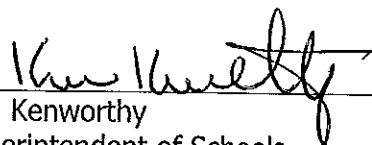
RECOMMENDATION:

That the Warrant Register for August, 2016, be approved as follows:

General Disbursement Account – Warrants #161120 thru #161472

Operating General Fund	\$745,362.01
Federal Programs Fund	116,655.51
Food Service Fund	69,389.49
Capital Improvement Fund	<u>323,312.36</u>
Total	\$ 1,254,719.37

RECOMMENDED BY:



Ken Kenworthy
Superintendent of Schools