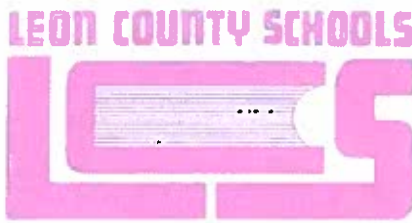


Raa Middle School
School Advisory Council
December 10, 2018
6:00pm-7:00pm
Call Meeting
AGENDA

- I. Call to Order
- II. Welcome
- III. Approval of Agenda
- IV. Approval of September SAC Meeting Minutes
- V. Principals Report
 - a. 2018 - 2019 SIP updates
 - b. Student Performance Updates
 - c. PBIS Initiatives
 - d. Calendar Updates
- VI. SAC Chair Report
 - a. PTO Updates
 - b. DAC Meeting Report
- VII. New Business
 - a. Magnet Program Updates
 - b. AdvancED Accreditation
 - c. Teacher/ Staff Appreciation
 - d. Capital Campaign
 - e. SITE Report
- VIII. Next Meeting
February 11, 2019
- IX. Adjournment

**No further action required*



**CENTRAL COUNCIL – SCHOOL IMPROVEMENT PLAN REVIEW
2018-2019**

School: *Raa*
Date of Review: *10/5/18*
Reviewer 1 Signature: *[Signature]*
Reviewer 2 Signature: *[Signature]*
All requirements met: Yes No

PART 1- CURRENT SCHOOL STATUS

- Mission and Vision
- Family and Community Engagement
- School Leadership Team
 - Description of roles and responsibilities
- Early Warning Systems
 - Early warning indicator
 - Two or more indicators
 - Retainees

PART 2- NEEDS ASSESSMENT/ANALYSIS

- Assessment and Analysis *trends?*
- School Data
- Subgroup Data

PART 2- PLANNING FOR IMPROVEMENT (MINIMUM OF 1 ELA AND 1 MATH)

- ELA Goal
 - Rationale
 - Action Step
 - Monitoring Effectiveness
- Math Goal
 - Rationale
 - Action Step
 - Monitoring Effectiveness

amazing action steps!

APPENDICES

- Budget

Augusta Raa Middle School School Improvement Plan Summative Overview

***** Please return attached feedback form by Friday, August 24, 2018. A copy of the full Draft can be located on our school website at www.leonschools.net/raa or in the front office.**

Categories	2015-16	2016-17	2017-18 Target	2017-18 Actual	2018-19 Target
% 3 or above in English Language Arts	53%	51%	55%	55%	59%
% Making Learning Gains in English Language Arts	53%	50%	55%	57%	61%
Lowest 25% Making Gains in English Language Arts	45%	42%	47%	53%	57%
% 3 or above in Math	57%	54%	59%	61%	65%
% Making Learning Gains in Math	57%	51%	56%	62%	66%
Lowest 25% Making Gains in Math	45%	43%	48%	50%	54%
% 3 or above in Science	55%	58%	60%	49%	65%
Acceleration	63%	70%	75%	67%	71%
% 3 or above in Civics	69%	65%	70%	69%	73%
Total Points	497 = 55% = B	484 = 54% = B	526 = 58% = B	523 = 58% = B	571 = 63% = A

School Grade "A"	School Grade "B"	School Grade "C"	School Grade "D"
62+	54-61	41-53	32-40

ARTS MAGNET PROGRAM

Goal(s):

Initiate the process of producing and managing Arts Magnet Student Portfolios based upon student interests and magnet track initiatives

Increase the promotion of Arts Magnet Program throughout our community and increase participation in community showcase and outreach areas for Tallahassee

Match 25% of arts magnet students with an arts mentor

Host one targeted field trip a year for each magnet discipline/school

Magnet Program Barriers:

- Lack of prior knowledge within various Arts Programs
- Lack of specific program based technology
- Need for updated Music Equipment and Materials
- Need for additional Performing Arts Spaces (i.e. Art Gallery and Auditorium)
- Expenses of Guest Artists
- Impacts on student contact time due to behavior and mentoring pull-outs

Strategies/Resources Available:

- Build foundations through various media sources (i.e. textbook, powerpoint, classroom demonstration)
- Allocate and Solicit additional resources and funding from community partners
- Adjust certain classes from semester to yearlong courses to increase student proficiency.
- Host additional recruitment and interest events to showcase student talents
- Participate in additional community outreach activities to showcase Arts Magnet Program
- Visit local feeder schools throughout the year to highlight course offerings
- Retrofit and/or modify existing spaces to meet the needs of Arts Program.
- Identify additional point(s) of contact to help with development of portfolio rubrics, submission process, and tracking

Plans to Monitor Goal:

- Student performance assessments
- Provide evidence through programming to showcase use of resources
- Tracking skill progression by semester versus yearlong
- Host more arts events on campus and throughout the community

DISCIPLINE/ATTENDANCE

Goal(s):

- Maintain a safe and orderly school environment by integrating school wide discipline plan through assemblies, incentives, and visual reinforcement of the school wide behavior expectations throughout the campus.
- Reduce number of referrals for minority students
- Reduce number of students with 10 or more referrals

Discipline/ Attendance Barriers:

- Consistency with following behavior plan
- Need for students to be explicitly taught behavior expectations
- Implementation of research based behavior strategies

Strategies/Resources Available:

- Provide professional development for all teachers during preplanning on MTSS system and PBIS to support school/classroom behavior management for all students
- Implement school-wide Positive Behavioral Intervention Support Program
- Initiate attendance incentives and recognitions each 9weeks
- Hiring of School Safety Monitor
- Continuation of New Horizons Program targeting character building and conflict resolution
- Continued use of Project Wisdom Program with OFI Room
- Universal Design for Learning Book Study
- The Leader In Me Pilot project
- 7 Habits of Highly Effective Teens

Plans to Monitor Goal:

- Review of behavior guidelines on a regular basis
- Spot check student knowledge of behavior expectations
- Develop behavior checklists/contracts for students needing additional support
- Quarterly review of behavior data (look for trends/implement changes as needed)
- Behavior expectation assemblies



Disney
Aladdin Jr.

Save the Date

Matinee - March 14th at 10am

Evening Show - March 14th at 7pm

Evening Show - March 15th at 7pm

Roa Middle School

.....
DAVE RAKER GYM
.....



Raa Middle School Media Profile

ABOUT RAA:

Originally founded as Augusta Raa Junior High School in 1959 after the late Augusta J. Raa, who was a school teacher in Leon County, August Raa Arts Magnet Middle School seeks to prepare all students to achieve in both the academics and the arts through inspiring investments in leadership and service. Since the inception of the Arts Magnet program in 2008, Raa has utilized partnerships with our local colleges and universities, the Kennedy Center in Washington, DC, the Council on Culture and Arts, and many others to bring about targeted programming to enhance student's exposure to visual and performing arts.

SPECIAL PROGRAMS:

As the premier Middle School Arts Magnet School, Raa offers various degrees of Band, Guitar, Orchestra, Chorus, Theater, Piano, Steel Drums, Dance, Spanish, Building Construction and State recognized pre-apprentice certification, Digital Design with Photoshop Certification, Studio Art. Students are eligible to also participate in Jazz Band, Boys Choir, Musical Theater, Chamber Orchestra, and may other ensembles specific to student needs. Arts Magnet Students are also paired with Arts Mentors from the community and from our colleges and universities to provide an additional layer of support with students developing their craft and exploring their interests. Furthermore, students are provided with opportunities to participate in specific Arts exploration field trips and are eligible for Arts Scholarships at the end of their 8th grade year. Additionally, students seeking to begin accelerating their middle school curriculum are also eligible for High School credit classes inclusive of Spanish 1 and 2, Algebra I Honors, Geometry Honors, Biology Honors, and Earth and Space Science Honors. We also offer a diverse number of student clubs and organizations including the Leaders In Training Boys Club, Student Government Association, Animation Club, Sci Girls and many more.

OTHER FACTS ABOUT RAA:

Average Student to Teacher Ratio: 18:1

Only Middle School Steel Band Program in North Florida

Consecutive All District and All State Band and Orchestra Honorees

National Junior Honor Society Charter

Rams United Program for Students with Disabilities

Special Olympics Gold Medal Winners

Only Middle School Construction Shop Class in Leon County Schools

Our Dance Teacher Mrs. Weaver was a back-up dancer for the Back-Street Boys and Disney World Performer

Current Superintendent Rocky Hanna is a Raa Alumnus

Newly Elected Major of Tallahassee John Dailey is a Raa Alumnus

Upcoming Magnet Open House – January 28th at 6pm

School Grade Component	2018		
	School	District	State
ELA Achievement	55%	56%	53%
ELA Learning Gains	57%	54%	54%
ELA Lowest 25th Percentile	53%	48%	47%
Math Achievement	61%	59%	58%
Math Learning Gains	62%	59%	57%
Math Lowest 25th Percentile	50%	52%	51%
Science Achievement	49%	53%	52%
Social Studies Achievement	69%	72%	72%

4. Teacher of the Year profile

Augusta Raa Middle School Teacher of the Year Katie Aylward has been an educator for six years and is focused on fostering creativity and learning in the classroom as well as building up competent young artists. She endeavors to share and promote the importance of art in education and is involved in many aspects of campus life. Katie is a PBIS team member, Yearbook sponsor, Musical stage crew supervisor and set designer, and is currently the Arts Department Chair at Raa. Katie's lifelong love of art led her to pursue and earn a Studio Art degree from Florida State University and subsequently complete the required educational certifications to allow her to become an art teacher. Since her first day as a teacher, Katie has enjoyed learning from her students as they explore the creative process and deepen their engagement in their craft through a variety of traditional and digital media. Over the years, her students have had many opportunities to participate in art competitions and art exhibitions. Several of these talented young artists have been fortunate enough to win recognition in these events for their artworks. When students believe in themselves, they can accomplish anything. Katie is always looking forward to what her students will achieve next.



5. Student success story

My name is Nia Morgan and I attend Raa Middle School and I am a part of the Arts Magnet program. Before I got to Raa I had limited knowledge of music, but over these three years I have had the opportunity to grow my talents immensely. I started 6th grade as a beginning level musician only able to play 2 instruments and I am now going to leave the 8th grade as an advanced level musician able to play 7. Here at Raa my two electives are Orchestra and Steel Band, but I have had a number of opportunities to both apply and grow my talents through the different clubs we have. I sat first chair in the 2018 All District Orchestra and I am currently the only Violist from Leon County to make the 2019 Middle School All-State Orchestra. Our Steel Band Program, which is the only middle school steel band program in North Florida, has allowed me to grow not only my musical knowledge but also my cultural knowledge greatly. Additionally, the last three years our program has earned straight Superiors at our adjudication. I am also involved in one of our many clubs like FCA (Fellowship of Christian Athletes), which gives me a way to connect with fellow students and use my talents instrumentally and vocally. – Nia Morgan, 8th Grade Student



6. Student Success Story

My name is Mikale Myrick and I attend Raa Middle School. I am involved in the Arts Magnet Program and before coming to Raa I had no knowledge of music, playing instruments, or building construction. These last few years have increased my knowledge on all of this. I was first introduced to construction in 7th grade. I didn't know what the construction equipment did or how to work with them. Raa has the only middle school shop program and thanks to my teacher Mr. Cramer and my fellow peers, my knowledge has increased in this area. I am also involved in sports, and I have learned the value of teamwork and respect while being involved in these groups. Moving into high school will be a big change, but Raa has definitely prepared me for it.



7. Parent testimonial

Student in our CBI Program – Karizma Marshall

There has been a tremendous amount of growth and it is obvious in the way Karizma now interacts with her peers. Karizma has made lasting Bonds with the Girls basketball team members while serving as the Team Manager. Interacting with her peers in activities like Special Olympics, Girls Basketball, and Band class have given Karizma the opportunity to blossom.

“My heart is full of thanks and gratitude. It is hard to express how much it means to me as a mother with all of you being there for her and promoting her in this time of growth.”

–Kaycee Marshall, Parent of Community Based Instruction Student

8. Student testimonial

My name is Isaac Triplett, and I attend THE “Augusta Raa Middle School”. My testimonial is that I recently got an opportunity to play with the kids in the Special Olympics program. It wasn’t the fact that it was winning or losing. It was the fact that I got to see how happy the kids were when they were playing. Even though we lost the kids were still happy they got to play. I played with the kids and we had fun. That was the highlight of my years at RAA.

Executive Summary

The Executive Summary (ES) provides the institution an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. This document can be used as an optional tool to provide an overview of the institution to both internal and external stakeholders.

Description

Describe the institution's size, community/communities, location and changes it has experienced in the last three years. Include demographic information about the students, staff and community at large. What unique features and challenges are associated with the community/communities the institution serves?

Purpose

Provide the institution's purpose statement and ancillary content such as mission, vision, values and/or beliefs. Describe how the institution embodies its purpose through its program offerings and expectations for students.

Notable Achievements and Areas of Improvement

Describe the notable achievements and challenges experienced by the institution in the last three years. Additionally, describe areas for improvement or next step priorities that the institution is striving to achieve in the next three years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted for in the previous sections.

11/06/18

Synthesis and Analysis Tool

Discussion Themes

Initiate – Engagement and Implementation

For each question, discuss the degree to which the following conditions occur, and identify examples of evidence, practices, processes, and programs that support the discussion findings.

A. What are the opportunities for involvement for both internal and external stakeholder groups in decision-making and providing feedback and input to the institution?

Discussion/Notes	Evidence

B. How does the institution implement and monitor practices, processes, and programs to improve learning and organizational effectiveness?

Discussion/Notes	Evidence

C. What types of professional collaboration and learning experiences support improvements to learning?

Discussion/Notes	Evidence

D. How are expectations for learning established and communicated, along with information regarding student learning and organizational practices?

Discussion/Notes	Evidence

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E. How are internal and external stakeholders engaged in the continuous improvement process?

Discussion/Notes	Evidence

Improve – Results and Sustainability

For each question, discuss the degree to which the following conditions occur, and identify examples of evidence, practices, processes, and programs that support the discussion findings.

F. How are data used to determine if students are learning and to meet their individualized learning needs?

Discussion/Notes	Evidence

G. How is data used to evaluate organizational effectiveness?

Discussion/Notes	Evidence

H. How is data used to make decisions about curriculum, instruction and practices, processes, and programs?

Discussion/Notes	Evidence

4

I. How does the institution determine if its programs and practices are effective and sustain effectiveness over time?

Discussion/Notes	Evidence

J. How does the institution examine data over time and use of longitudinal results of learning and organizational practices?

Discussion/Notes	Evidence

K. What are the key characteristics of the institution's learning environment based on the team's observations using the elect data (if included in the review) and other informal observations of the learning environment?

Discussion/Notes	Evidence

Impact – Embeddedness

L. What are the beliefs, values, practices, expectations, routines and/or programs that define the institution's culture?

Discussion/Notes	Evidence

6

M. What are the practices that are ingrained as “the way we do things”?

Discussion/Notes	Evidence

N. What are the shared beliefs and values that are demonstrated in all decisions and the staff’s actions?

Discussion/Notes	Evidence



Elementary School Student Inventory

The purpose of this inventory is to learn about your experiences at school. This is not a test. There are no right or wrong answers. Select the answer that you think is most accurate.

My grade in school is....

- 3rd grade
- 4th grade
- 5th grade

I am a....

- Boy
- Girl

I am....

- Hispanic
- Not Hispanic or Latino

I am....

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

How long have you been a student at this school?

- This is my 1st year
- 2 years
- 3 years
- 4 years or more

1. I set learning goals.

- Six or more times a year
- Three to five times a year
- One or two times a year
- Never

2. I meet or talk with an adult, other than my teacher, who helps me with my learning needs.

- Six or more times a year
- Three to five times a year
- One or two times a year
- Never

3. I explore different careers.

- Six or more times a year
- Three to five times a year
- One or two times a year
- Never

4. I choose topics for my projects.

- Six or more times a year
- Three to five times a year
- One or two times a year
- Never

5. I participate in, before or after, school activities such as sports, clubs, tutoring, etc.

- Six or more times a year
- Three to five times a year
- One or two times a year
- Never

6. I work on real-life problems.

- In all of my classes
- In at least half of my classes
- In at least one of my classes
- In none of my classes

7. I give class presentations or share my work with classmates.

- In all of my classes
- In at least half of my classes
- In at least one of my classes
- In none of my classes

8. I work on assignments that take more than one day to complete.

- In all of my classes
- In at least half of my classes
- In at least one of my classes
- In none of my classes



9. I complete homework to review what I learned in class and/or to prepare for the next day's lesson.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
10. I complete assignments that meet my personal learning needs.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
11. I use a rubric or scoring guide to help me complete an assignment.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
12. I work with other students in pairs or small groups.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
13. I use technology to complete assignments such as, researching, finding information, communicating and/or creating something new.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
14. I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm learning.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
15. I am provided opportunities to correct and/or improve my work.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
16. I receive acknowledgement and/or praise for my strengths or accomplishments.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
17. I am safe at school.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
18. I have the materials, supplies and technology I need to be successful in school.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
19. I complete work that challenges me.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
20. I actively participate in class discussions and activities.
- In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes



Middle/High School Student Inventory

The purpose of this inventory is to learn about your experiences at school. Read each statement and choose the response that most accurately reflects your experience. Please answer each item honestly. Your responses will be completely confidential.

Gender

- Male
- Female

Race

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

Ethnicity

- Hispanic
- Not Hispanic or Latino

How long have you been a student at this school?

- This is my 1st year
- 2 years
- 3 years
- 4 years or more

Current Grade in this School

- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

1. I set academic goals for myself and/or with the support of teachers/parents.
 - Six or more times a year
 - Three to five times a year
 - One or two times a year
 - Never
2. I use the services of the counseling office.
 - Six or more times a year
 - Three to five times a year
 - One or two times a year
 - Never
3. I explore and begin to plan for college and/or career opportunities.
 - Six or more times a year
 - Three to five times a year
 - One or two times a year
 - Never
4. I investigate and choose a topic for my projects.
 - Six or more times a year
 - Three to five times a year
 - One or two times a year
 - Never
5. I participate in, before or after, school activities such as sports, clubs, tutoring, etc.
 - Six or more times a year
 - Three to five times a year
 - One or two times a year
 - Never
6. I work on real-life problems.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes

7. I give class presentations or share my work with classmates.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
8. I work on assignments that extend beyond one class period.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
9. I complete meaningful homework to review what I learned in class and/or prepare for the next day's lesson.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
10. I complete assignments that meet my personal learning needs.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
11. I use a rubric or scoring guide to help me complete an assignment.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
12. I work with other students in pairs or small groups.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
13. I use digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
14. I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm learning.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
15. I am provided opportunities to correct and/or improve my work.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
16. I receive acknowledgement and/or praise for my strengths or accomplishments.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
17. I am safe at school.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes
18. I have the materials, supplies and technology I need to be successful in school.
 - In all of my classes
 - In at least half of my classes
 - In at least one of my classes
 - In none of my classes



19. I complete challenging work.

- In all of my classes
- In at least half of my classes
- In at least one of my classes
- In none of my classes

20. I actively participate in class discussions and activities.

- In all of my classes
- In at least half of my classes
- In at least one of my classes
- In none of my classes



DISTRICT ADVISORY COUNCIL (DAC) 2018-2019
Thursday, November 8, 2018*
6:00 – 8:00 p.m.
Howell Center, 3955 W. Pensacola Street
Snacks Provided by: Kate Sullivan Elementary

WHAT	WHO	TIME	OUTCOME
1. Welcome & Introductions	Dr. Michelle Gayle, Assistant Superintendent	10 min.	
2. Welcome and Comments from Superintendent	Rocky Hanna, Superintendent	5 min.	
3. Approval of Agenda	Dwanna Moore	2 min.	Vote
4. Approval of Minutes	Dwanna Moore	2 min.	Vote
5. Best Practices – James S. Rickards High School	Doug Cook, Principal Dr. Joe Williams, IB Coordinator	15 min.	Information
6. Texting/Social Media	Bill Nimmons, Director Kathleen Malloy, Developer	15 min.	Information
7. Volunteers/Partners/Mentors	Kelli Walker, Coordinator	10 min.	Information
8. Foundation for Leon County Schools	Nick Maddox, Executive Director	10 min.	Information
9. Title I and Title II Budgets	Ashley Scott, Coordinator Shane Syfrett, Director	10 min.	Information
10. School Board Policies Policy package 5611 –Due Process Rights; 5610 –Suspension and Expulsion of Students-Repeal; 5610.06 –Expulsion Process; 5500 –Student Conduct/Discipline; 2451 –Dropout Prevention/Alternative Education Programs; 2800 –Educational Services for Students in Department of Juvenile Justice Education Programs; 5310 –Health Services; 5605 – Suspension/Expulsion of Disabled Students; 8350 –Confidentiality, for a public hearing and adoption on December 11, 2018. Policy 1430 – Leave of Absence	Marline Feliciano, Coordinator Dr. Michelle Gayle, Assistant Superintendent	15 min.	Vote
11. AdvanceED Updates LCS Vision, Mission, and Belief Statements	Dr. Michelle Gayle, Assistant Superintendent	10 min.	Vote
12. SAC Questions	Dwanna Moore	10 min.	
13. Wrap Up on Issues	Dwanna Moore	10 min.	
14. Adjourn			

*Please note that one or more Board members may attend this meeting
 Next Meeting – Thursday, December 6, 2018 (Snacks provided by Springwood Elementary)

District Advisory Council Minutes
Thursday, October 4, 2018
Howell Center 6:00 p.m. – 8:00 p.m.

- I. **Schools/Members Attending:** Adult & Community Education: Noal Weiland and Regina Browning; Apalachee: Roshanna Beard; At-Large/Hanna: Richard Mospens and Michele Keltner; Buck Lake: Linda Edson; Chaires: Pamela Coleman; Chiles: Joe Burgess; Cobb: Kirsten Olsen; Conley: Lauren Johnson; DeSoto Trail: Fred Wollet; District: Shane Syfrett; Fairview: Cheryl Collier-Brown; Ghazvini: Bomani Mustapha; Gilchrist: Janna Gray; Gretchen Everhart: Amy Parnell; Griffin: Rubye Graybill; Hawks Rise: Koulla Butler; Kate Sullivan: Lisa Neihaus; Killlearn Lakes: Kristine Gregory; Leon County Virtual Schools: Arecia Shelton-Martin; Lincoln: Yashica Squire; Oakridge: Dwanna Moore and Autwan Cole; Pineview: Jennifer Hirst and Danielle Hess; Raa: Valerie Scoon; Rickards: Johnitta Wells, Aretha McNeil, Andy Opel and Erin Cooper; Riley: Susan Walton; Roberts: Adam Roberts and Angela Tewfik; Sabal Palm: Regina Randolph-Hollis; Sealey: Shayla Cole and Nena Parnell; Springwood: Verne McLeod; Swift Creek: Michele Meyer and Russ Polzer;
- II. **Excused:** Moore: Melanie Phillips; Cobb: Darlene Fowinkle
- III. **Guests:** Karen Hood, COE; Olivia Willis and Livetra Paul, Internal Auditing; Joi Phillips and Maria McIntyre, FSU; Wachell McKendrick, Turn About; Paula Percy, LCTA
- IV. **Opening Meeting:** Dr. Michelle Gayle opened the meeting at 6:00 p.m. She welcomed everyone. Then proceeded with introductions by everyone in attendance.
- V. **Welcome School Board Chair:** School Board Chair Alva Striplin thanked the DAC members for their service. She said she has an open door policy if anyone ever has a need to discuss a school issue or community concern.
- VI. **Welcome and Comments from Student District Advisory Council Chair:** Abigail Hansen, SDAC chair, student at SAIL High School said she is happy to be serving as the SDAC chair. Their first meeting will be held on October 10, 2018 and she looks forward to sharing her report at the next DAC meeting.

VII. **Approval of the Agenda:** A motion was made to approve the agenda by Cheryl Collier-Brown with the necessary corrections and seconded by Rick Mospens. Motion passed.

VIII. **Approval of the Minutes:** A motion was made by Johnitta Wells to approve the minutes and seconded by Fred Wollet. Motion passed.

IX. **Office of Internal Auditors:** A brief overview was provided by Internal Audit supervisor Livetra Paul on the responsibility and duties of the Internal Auditors Office. She also introduced Internal Auditor Olivia Willis who gave a presentation on Internal Accounts. She provided a definition for internal accounts which is funds collected and expended within the school including, but not limited to fundraising proceeds, student fees, athletic ticket sales and PTO/PTA/Booster group funds.

Student fees must be collected for a specific purpose and can only be assessed for things that are consumed by students and must be spent only on the student who paid the fee. They cannot be assessed to purchase items that are the responsibility of the District. Funds cannot be carried over from one school year to another.

Student fundraising activity must be approved by the Principal. These funds may carryover from one school year to another.

PTO/PTA/Booster groups support the school at the discretion of the Principal. This group must inform the Principal of the fundraising goals and objectives goal and provide a list of officers and provide periodic financial reports.

Question was asked about donations...donations may be accepted via a donation letter from the providing company.

X. **Turn About:** Dr. Shelley McKendrick provided an overview of the counseling services available for Turn About. Counseling services are available for children and adolescents with parental consent experiencing: such as substance abuse which includes drug or alcohol use, skipping school, bullying, domestic violence, etc. A complete listing was provided on a handout distributed by Dr, McKendrick.

Last school year 2017-2018 Turn About served 13 elementary schools, 9 middle schools and 7 high schools for a total of 29 schools. This was in-kind service where the counselor met with the student at the school.

- XI. **Best Practices:** Regina Browning, Principal, Adult and Community Education (ACE) enthusiastically introduced the school. She then introduced Martha Clark, Public Relations and Recruiting who provided an overview of the various classes/programs offered at ACE. The GED program/classes are available at ten (10) locations as well as online and is available to persons 16 or older.

In addition to the GED program individuals may enroll in the English as a Second Language (ESOL) and the high school credit classes for those students enrolled in a high school needing to improve a grade of "D" or "F" in order to stay on track to graduate and improve their GPA.

Students enjoy the flexibility of working anywhere internet access is available. They may start anytime during the school year, work at their own pace and attend summer school during June. Classes are free and NCAA accredited.

- XII. **School Board Policies:** Dr. Gayle and Marline Feliciano presented the following policies: Policy #4130.02 – Nepotism-Employment of Relatives of Support Personnel; Policy #3130.02 – Nepotism-Employment of Relatives of Instructional Personnel; Policy #1130.02 – Nepotism-Employment of Relatives of Administrative Personnel; Policy #1362.01 – Anti-Fraternization of Administrative Personnel; Policy #3362.01 – Anti-Fraternization of Instructional Personnel; Policy #4362.01 – Anti-Fraternization of Support Personnel; Policy #8605 - Religious Expression and Policy #6320.02 – Continuing Contracts.

A motion was made by Roshanna Beard to approve Policy #4130.02, Policy #3130.02 and Policy #1130.02. Motion was seconded by Autwan Cole and passed unanimously.

A motion was made by Fred Wollet to approve Policy #3362.01, Policy #3362.01 and Policy #3362.01. Motion was seconded by Adams Roberts and passed unanimously.

A motion was made by Cheryl Collier-Brown to approve Policy #8605 and Policy #6320.02 and seconded by Rick Mospens. Motion passed.

- XIII. **Advanced District Accreditation:** Dr. Gayle said the accreditation committee will be visiting the school District in February 2019. The committee is comprised of individuals from various states as well as FLDOE. Information to be presented to the committee will come from the school SIP, SAC and PTO. While visiting the committee will visit at least two (2) schools per day. Schools are not known in advance of the committee's visit.

The committee will be reviewing leadership, student achievements and learning/resource capacity.

- XIV. **2016-2021 Strategic Plan Review:** Dr. Gayle asked those in attendance to review the belief statement and provide feedback at the next DAC meeting (November 8, 2018).
- XV. **DAC Presentation Requests:** Dr. Gayle asked DAC members for topics they would like presented at the meeting. A few of the topics were: Grants information; school start times (with information from transportation); Internet policy; ESE programs; Results from Title I; growth by City of Tallahassee; flu season; legislative issues; fundraising/grant ideas that has been successful at schools and testing.

For a complete listing visit the DAC website.

- XVI. **Items Deferred:** Internet Essentials from Comcast
- XVII. **SAC Questions and Wrap Up:** EMS response time to injured athletes. Principal Burgess explained the EMS team on site is there to give an initial diagnosis while another team is in route if needed to transport the athlete.

Adjournment: 7:53 p.m.

**Next meeting – November 8, 2018.
Snacks to be provided by Kate Sullivan**



**Policy Summaries
Package**

Title/Topic: **Policy 5611 – Due Process Rights;**
Policy 5610 – Suspension and Expulsion of Students-Repeal;
Policy 5610.06 – Expulsion Process;
Policy 5500 – Student Conduct/Discipline;
Policy 2451 – Dropout Prevention/Alternative Education Programs
Policy 2800 – Educational Services for Students in Department of
Juvenile Justice Education Programs
Policy 5310 – Health Services
Policy 5605 – Suspension/Expulsion of Disabled Students
Policy 8350 – Confidentiality

Background/History: **Policy 5611** –Created to safeguard student’s constitutional rights, which may be subject to the District’s disciplinary processes, as required per statutory and/or administrative mandates, this policy delineates the process to provide students appropriate due process and ensures District-wide compliance. The recommended revisions better align the policy language with State and Federal requirements and further clarifies the due process afforded to students subject to suspension or expulsion.

Policy 5610 – Created to outline the types of infractions requiring informal and severe/zero tolerance consequences, and discipline procedures for students with disabilities. Language in this policy is stated in other policies and a repeal of this policy is recommended to eliminate redundancy and placement of language in policies best fitted for its intended purposes.

Policy 5610.06 – Exclusion from the educational program of a school by expulsion is one of the most severe sanctions that can be imposed on a student. A stand-alone policy with a clear outlining of the expulsion process best ensures appropriate due process and compliance.

Policy 5500 – Created to establish the expectations for the conduct of all students and those who engage in violent or criminal acts on school property, on a school bus or other school-sponsored transportation, at a school bus stop or during school-sponsored activities will receive consequences befitting of their actions. The recommended revisions better clarify the types of infractions requiring informal and severe/zero tolerance consequences, discipline procedures for students with disabilities, and removes language that requires placement in policies best fitted for its intended purposes.

Policies 2451, 2800, 5310, 5605, 8350 – Language from Policy 5500 required placement in these policies as they are best fitted for the language’s intended purpose.



Options for Consideration:

- A) Approve the Superintendent's recommendation
- B) Do not approve the Superintendent's recommendation
- C) Board direction

Superintendent's Recommendation: Approval

Impact Analysis:

Budget Implications: None
Personnel Requirements: None

Other:

Timeline for Implementation: December 12, 2018