

Board Meeting Agenda Item Executive Summary

<i>Supt.'s Office Use Only</i>
Board Meeting <u>3-17-09</u>
Agenda <u>Consent</u>
Item No. <u>F. 9.</u>

Board Meeting Date:	March 17, 2009
Submitted By:	Sandi Anusavice
Item Description:	School Improvement Guide for 2009-2010

Purpose and Explanation:

Each year the Curriculum Department puts together the School Improvement Guide to assist schools in developing their School Improvement plans. It is also designed to provide School Advisory Councils with technical assistance and guidance.

BUDGETARY IMPACT

Funding Source (Description): General **Amount: \$1,500.00**

Staff Attorney Review & Approval <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
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School Improvement Guide

For 2009 – 2010 School Improvement Plan



620 East University Avenue
Gainesville, FL 32601

Guide for 2009 – 2010 School Improvement Plan

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Business Address For Board Members:

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Gainesville, FL 32601

Who to call in Alachua County

Adult/Career and Technical Education	Dr. David Edwards	955-7660
Adult Educationl.....	Charley Wise	955-7622
Alachua County Public Schools Foundation	Taal Hasak-Lowy	955-7003
Assistant to the Superintendent.....	Phil Wright	955-7880
Board Agenda Information.....	Rose Ramos	955-7880
Curriculum, Elementary and Charter Schools	Dr. Diana Lagotic	955-7595
Curriculum, Secondary and Charter Schools	Dr. Sandra Anusavice	955-7586
Directory Assistance.....	955-7300
Early Childhood Education.....	Doris Ann Imler.....	955-7622
Exceptional Student Education	Kathy Black	955-7676
Finance	Scott Ward	955-7583
Food Service.....	Maria Eunice.....	955-7537
Guidance.....	Bill Goodman	955-7668
Head Start/Preschool Education	Ann Crowell	955-6875
Human Resources	Joan Longstreth.....	955-7654 x244
Job Vacancy Hotline (24 hrs.) Career Service	955-7798
Job Vacancy Hotline (24 hrs.) Instruction	955-7799
Budget and Planning.....	Terry Tougaw	955-7654 x362
Maintenance/Planning/Construction.....	Ed Gable	955-7400 x241
Payroll	Janet Harris	955-7658
Personnel (Career Service)	Will Calsam/Sally Wood	955-7648 x224
Personnel (Instructional).....	Beverly Finley	955-7644 x403
Public Information Officer	Jackie Johnson	955-7880
Purchasing	Wayne Hackett	955-7581
Research and Evaluation.....	Dr. Steven Stark.....	955-7700
Resource Speakers.....	Pam Fitzgerald.....	955-6760
Risk Management.....	Jim Sumner	955-7236
School Improvement.....	Dr. Sandra Anusavice	955-7586
Security Chief.....	Alexandra Branaman	955-7654
Staff Attorney	Tom Wittmer	955-7461
Staff Development.....	Kathy Shewey.....	955-7650
Zoning, Planning & Budget.....	Terry Tougaw	955-7880
Student Services	Kathy Black	955-7691
Title 1 (Compensatory Education).....	Dr. Charles Hall.....	955-7634
Transportation.....	Dr. Harrell Harrison.....	955-7762
Volunteer/Business Partnership Program	Liz Stark	955-6760
Zoning and Attendance Areas.....	Martha Dean	955-7703
Assistant Supt., Planning, Budgeting, and Systems Accountability	Keith Birkett	955-7553
Deputy Supt., Curriculum and Instruction.....	Sandy Hollinger.....	955-7880

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Alachua County Public Schools

Instructional Division School Improvement Calendar School Year 2008 – 2009

Preparation of 2009 – 2010 School Improvement Plan

<u>August, 2008</u>	Principal annual directions to focus on School Improvement (Pre-planning)
<u>December, 2008</u>	Schools will begin preliminary needs assessment and climate surveys.
<u>February, 2008</u>	Any request for a waiver of provisions of the Collective Bargaining Agreement shall be submitted in writing to the Superintendent or designee and the President of the Association for disposition on or before April 15 . Such a request must also be approved by the faculty and the SAC prior to March 15 and must be mutually agreed upon by the Association's Executive Board and the School Board on or before May 1 for the waiver to be granted. Failure to act by either party shall be considered an approval.
<u>March, 2009</u>	Schools will begin preparation of the <u>2009 - 2010</u> School Improvement Plan.
<u>April, 2009</u>	SAC nominations for membership shall occur during the month of April. Nominations shall be submitted not later than 4 p.m. on the last school day of April, according to School Board Policy 2120. A district memo and form will be sent.
<u>May, 2009</u>	The election process shall occur during the month of May and shall be concluded not later than 4 p.m. on the last day of May according to School Board policy 2120.
<u>May 1 – 31, 2009</u>	Each school will schedule a public meeting to present a draft of the <u>2009 - 2010</u> School Improvement Plan. The district will ask schools to sign up for a meeting date. The school will advertise the meeting. School Board members will be informed of meeting dates.
<u>June 1/August 21, 2009</u>	After test scores and school grades are known, a special end-of-the-year SAC meeting will be scheduled at each school. Survey <u>2008 - 2009</u> SAC members (forms provided by District)
<u>June 16, 2009</u>	Schools will submit completed membership packets for the <u>2009 - 2010</u> Advisory Councils. A district memo and form will be sent.
<u>July 21, 2009</u>	Board action on SAC membership for <u>2009 - 2010</u>
<u>August 24, 2009</u>	New SAC Members begin terms.
<u>September 4, 2009</u>	Schools deliver the following to the District: One hard copy and one electronic copy of the final <u>2009 - 2010</u> School Improvement Plan Annual documentation required by School Board Policy 2120 SAC Annual Survey forms from <u>2008 - 2009</u> members Expenditure of SAC Budget (lottery, AP, donations etc.) SAC Minutes SAC Operational Procedures (dated)

September 15, 2009

Board members will receive copies of plans

September 15 –
October 19, 2009

Board Member time to review plans

October 20, 2009

Board action on:

Plans for 2009 - 2010

STATE GOALS AND PRIORITIES

Introduction

This School Improvement Guide is designed to assist School Advisory Council (SAC) members and other school stakeholders in planning, implementing, monitoring, and evaluating the school improvement process.

Section 1116(b)(3)(A) of Public Law (PL) 107-110, *No Child Left Behind (NCLB) Act of 2001 Title I: Improving the Academic Achievement of the Disadvantage* requires that...each school...identified for school improvement shall...develop or revise a school plan...for approval by...local educational agency.” These identified schools in need of improvement (SINI) need to write SIPs, have them approved by the district, and then submit SIPs to Florida Department of Education (FDOE).

Section (s.) 1001.42(16)(a) Florida Statutes (F.S.) requires that districts “annually approve and require implementation of a ...school improvement plan for each school in the district...The school improvement plan shall be designed to achieve the state education priorities pursuant to s. 1000.03(5) F.S. and student proficiency on the Sunshine State Standards pursuant to s. 1003.41, F.S. Each plan shall address student achievement goals and strategies based on state and school district proficiency standards...”

Section 1001.42(16)(2) F.S. states that the districts must “provide assistance and intervention to a school that is designated with a “D” pursuant to s.1008.34, F.S. and is in danger of failing.”

Appendix A

State Education Mission and Goals

Section 1008.31(2), F.S., establishes the mission and goals for Florida's K-20 education system.

- a) The mission of Florida's K-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.
- b) The State Board of Education shall adopt guiding principles for establishing state and sector-specific standards and measures.
- c) The State Board of Education shall maintain an accountability system that measures student progress toward the following goals:
 - 1. Highest student achievement, as measured by: student FCAT performance and annual learning gains; the number and percentage of schools that improve at least one school performance grade designation or maintain a school performance grade designation of "A" pursuant to s.1008.34, FS.; graduation or completion rates at all learning levels; and other measures identified in law or rule.
 - 2. Seamless articulation and maximum access, as measured by: the percentage of students who demonstrate readiness for the educational level they are entering, from kindergarten through postsecondary education and into the workforce; the number and percentage of students needing remediation; the percentage of Floridians who complete associate, baccalaureate, graduate, professional, and postgraduate degrees; the number and percentage of credits that articulate; the extent to which each set of exit-point requirements matches the next set of entrance-point requirements; the degree to which underserved populations access educational opportunity; the extent to which access is provided through innovative educational delivery strategies; and other measures identified in law or rule.
 - 3. Skilled workforce and economic development, as measured by: the number and percentage of graduates employed in their areas of preparation; the percentage of Floridians with high school diplomas and postsecondary education credentials; the percentage of business and community members who find that Florida's graduates possess the skills they need; national rankings; and other measures identified in law or rule.
 - 4. Quality efficient services, as measured by: cost per completer or graduate; average cost per non-completer at each educational level; cost disparity across institutions offering the same degrees; the percentage of education customers at each educational level who are satisfied with the education provided; and other measures identified in law or rule.

Appendix B Florida Education Priorities

SIPs shall be designed to achieve the state education priorities pursuant to s.1000.03(5) F.S., and student performance in s. 1001.42(16)(a) F.S.

The priorities of Florida's K-20 education system in s. 1000.03(5)(a-f) F.S., include:

- a) **Learning and completion at all levels**, including increased high school graduation rate and readiness for postsecondary education without remediation. All students demonstrate increased learning and completion at all levels, graduate from high school, and are prepared to enter postsecondary education or the workforce without remediation
- b) **Student performance**, Students demonstrate that they meet the expected academic standards consistently at all levels of their education
- c) **Alignment of standards and resources**, Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.
- d) **Educational leadership**, The quality of educational leadership at all levels of K-20 education is improved.
- e) **Workforce education**, Workforce education is appropriately aligned with the skills required by the new global economy.
- f) **Parental, student, family, educational institution, and community involvement**, Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual student's success. Therefore, the state of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.

Appendix C

Florida K-20 Strategic Imperatives

The State Board of Education annually adopts a Strategic Plan supporting the education goals and priorities of the state. The Strategic Plan is based on the following “Strategic Imperatives” as identified by the State Board of Education.

Strategic Imperative 1: Increase the Supply of Highly Effective Teachers

- “Every public school is led by a highly effective teacher.”

Strategic Imperative 2: Set, Align and Apply Academic Curricular and Testing Standards

- “Every student progresses and advances to the next educational level based on proficiency.”

Strategic Imperative 3: Improve Student Learning and Independence

- “Every student is proficient and successful.”

Strategic Imperative 4: Improve the Quality of instructional Leadership

- “Every educational institution is led by a quality instructional leader.”

Strategic Imperative 5: Increase the Quantity and Improve the Quality of Education Options

- “Every student and parent has reasonable access to a choice of quality public or private education.”

Strategic Imperative 6: Align Workforce Education Programs with Skill Requirements of the New Economy

- “Every workforce education program graduate has competencies required to succeed in his or her field.”

Strategic Imperative 7: Align Financial Resources with Performance

- “All resources are allocated and used solely to improve student and institutional performance.”

Strategic Imperative 8: Improve Student Opportunities for Access and Advancement

- “Provide every student with access and support to advance to his or her highest potential.”

Appendix D Secondary School Redesign Act

A++ HB 7087 created s.19 of s. 1003.413, F.S. entitled Florida Secondary School Redesign Act.

This act begins by defining secondary schools as those that primarily serve students in grades 6 through 12. The intent is that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education. Ten guiding principles are defined for use in the annual preparation of each secondary school's improvement plan required by s.1001.42(16) F.S. beginning in 2007 – 2008.

1. Struggling students, especially those in failing schools, need the highest quality teachers and dramatically different innovative approaches to teaching and learning.
2. Every teacher must contribute to every student's reading improvement.
3. Quality professional development provides teachers and principals with the tools they need to better serve students.
4. Small learning communities allow teachers to personalize instruction to better address student learning styles, strengths, and weaknesses.
5. Intensive intervention in reading and mathematics must occur early and through innovative delivery systems.
6. Parents need access to tools they can use to monitor their child's progress in school, communicate with teachers, and act early on behalf of their child.
7. Applied and integrated courses help students see the relationships between subjects and relevance to their futures.
8. School is more relevant when students choose courses based on their goals, interests, and talents.
9. Master schedules should not determine instruction and must be designed based on student needs, not adult or institutional needs.
10. Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

Based on these principles districts shall establish policies that must address:

- Procedures for placing and promoting students from out of state or country that include a review of the student's prior academic performance.
- Alternative methods for students to demonstrate course competencies to obtain credits, with special support for retained students.
- Applied, integrated, and combined courses that provide flexibility and creativity, and meet individual learning styles and student needs.
- Credit recovery courses and intensive reading and mathematics intervention courses that are competency based and offered through innovative delivery systems. Districts should provide incentives and reward high-performing teachers, identified by student learning gains, who teach these courses.

FORMS AND MEMOS

SAC MEETING ROLL/SIGN-IN SHEET

School: _____ Meeting Date: _____

Kind of Meeting: Regular Special Reason _____

Name	Teacher	Parent	Other Citizens	Career Service	Principal	Non SAC Member	Student
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**School Board of Alachua County
School Advisory Council Membership
Certification/Checklist**

School: _____ Date: _____

Number of School Advisory Council members, including principal

Number of School Advisory Council members excluding principal _____

Category	Formula	Membership %
Principal	member (not included in %)	
Teachers at the school site	25% or more	_____ % of members
Parents of children at the school (not employed by school district)	25% or more	_____ % of members
Career Service	at least one member	_____ % of members
Other citizens	25% or more	_____ % of members
<ul style="list-style-type: none"> • must include one business representative • cannot include parents of students at school site • cannot include teachers or employees of the school district 		
Students attending the school (middle school, high school)	up to 20%	_____ % of members

A majority of members of each School Advisory Council must be persons who are not employed by the school district.

The council is composed of teachers, parents, students, career service personnel, and other citizens who are representative of the ethnic, racial, and economic community of the school. Membership of the council has been selected in compliance with School Board policy 2.42-1.

Principal

BOARD MEMBERS

Virginia S. Childs
F. Wesley Eubank
Tina Pinkoson
Eileen F. Roy
Barbara Sharpe

SUPERINTENDENT OF SCHOOLS

W. Daniel Boyd, Jr., Ed.D.



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Gainesville, Florida 32601-5498
www.sbac.edu
(352) 955-7300
Fax (352) 955-6700
Suncom 625-7300
Suncom Fax 625-6700

MEMORANDUM

TO: Principals
FROM: Sandi Anusavice
SUBJECT: Distribution of Advanced Placement Monies
DATE: February 2, 2009

Please find attached the AP monies which are being returned to your school budgets based upon the number of students scoring 3 or above on the May 2008 Advanced Placement Examinations. For your information, the Alachua County School Board returned 100% of the AP monies back to the schools with the following distributions: 13% elementary schools, 7% middle schools, 80% high schools. **Please remember that you received an initial estimated allocation on September 3 and you will receive the balance amount in a memo from the Budget Office.**

Thirteen (13) percent of the advanced placement money will be placed in the school improvement budgets of the elementary schools based upon each school's percentage of the total elementary school student population. It is the intent of the Board that advanced placement monies be used to enhance student academic performance.

Seven (7) percent of the advanced placement money will be placed in the school improvement budgets of the middle schools based upon each school's percentage of the total middle school student population. It is the intent of the Board that advanced placement monies be used to enhance student academic performance.

In the high schools, 100% of the AP money will be placed (as in past years) in your operating budget for dispersal. Fifty percent (50%) of expenditures must be approved through the direction of your School Advisory Council.

A memo from Keith Birkett will be forthcoming advising you of the coding and any other necessary information.

SHA:mmm
Attachment

Xc: Superintendent
Cabinet
Board
Sandy Hollinger
Keith Birkett
Diana Lagotic
Alex Rella



INTEROFFICE MEMORANDUM

DATE: February 6, 2009

TO: Principal
School Name

FROM: Alex Rella, Senior Accountant, Planning and Budgeting

SUBJECT: 2008-2009 Revised Advance Placement Allocation

The budget for your school has increased/decreased in the following account based on the actual Advanced Placement Allocations:

	<u>Estimated</u>	<u>Actual</u>	<u>Increase/Decreased</u>
100-0052-510-5200-000-ADV	\$0	\$0	\$0

This increase represents your school's revised 2008-2009 Advanced Placement Allocation. Funds should be amended into appropriate functions and objects. However, for accounting purposes, please do not amend out of project ADV.

If additional information or clarification is needed, I may be contacted at 955-7654, x360.

Thank you.

cc: Bookkeeper, School Name



School Improvement Process

SCHOOL: _____

PRINCIPAL: _____

Public Meeting for Input on School Improvement Plan:

Indicate a date between May 1 and May 31, 2009

Date: _____

Time of Meeting: _____

Location on school site: _____

How meeting will be advertised: _____

Final SAC Meeting:

This meeting is intended to occur after all FCAT and school grade information is returned and thoroughly analyzed at the school.

Date: _____

Time of Meeting: _____

Location on school site: _____

How meeting will be advertised: _____

****Please return form to Sandi Anusavice by April 17, 2009****

~~FORMATS~~

SCHOOL IMPROVEMENT PLAN TEMPLATES

Non-Title I schools will use the districts template for School Improvement Plans. The template is available at:

<http://www.sbac.edu/~wpops/principals>

Title I schools must use the State School Improvement Plan template which is available on the Bureau of School Improvement website.

Title I schools will have deadlines for submitting their School Improvement plans to the Department of Education based on their AYP status. Please check the Bureau of School Improvement website for specific information. www.flbsi.org

WAIVERS

SCHOOL BOARD OF ALACHUA COUNTY

WAIVER REQUEST TO LOCAL BOARD POLICY OR TEACHER CONTRACT

School: _____ Date Submitted: _____

1. This is a waiver request for:

_____ School Board Policy Number _____

_____ Teacher Contract Reference _____

(teacher contract waivers must have advance approval by ACEA attached to this form in addition to Board approval)

2. What goal/objective does the waiver support?

3. Describe the waiver request.

4. Describe district level consultation regarding this waiver.

I consulted with _____ Date: _____

The result of consultation was : _____

5. Has this waiver request been granted previously?

If so, list dates of previous implementation: _____

Evaluation results from previous implementation: _____

6. Date this waiver was included as an agenda item on an advertised school advisory council meeting. _____

7. Do the minutes of the meeting indicate consensus of the school advisory council in favor of the waiver? _____

8. Describe how the school will evaluate the effectiveness of the waiver this year.

9. Does the waiver require funds beyond the school level? Yes () No ()
If so, how will funds be provided?

10. What is the potential impact of this waiver on other schools and other district activities? With whom have you explored these implications?

Principal : _____ Date: _____

SAC Chair: _____ Date: _____

(WAIVER Request due to District OSI and ACEA office by April 15)

FREQUENTLY ASKED QUESTIONS

Sunshine Law

Questions and Answers

1. What is the Sunshine Law?

Florida's Government in the Sunshine Law, commonly referred to as the "Sunshine Law", is found in Florida Statutes. The law provides a right of access to governmental proceedings at both the state and local levels. The law has been applied to any gathering of two or more members of the same board to discuss some matter which will foreseeably come before that board for action.

2. Does the Sunshine Law apply to school advisory councils?

Yes, in an opinion of the Department of Education's office of general counsel, the school advisory councils (SACS) must perform their duties subject to the Sunshine Law because the SACS make recommendations to the school board.

3. Does the Sunshine Law apply to SAC subcommittees?

The Sunshine Law has been held not to apply if the committee is established for fact-finding (information gathering and reporting) only. However, when a committee possesses or exercises not only the authority to conduct fact finding, but also to make recommendations, the committee is participating in the decision-making process and is subject to the Sunshine Law.

4. Can SAC members talk to each other outside of official meetings?

Yes, SAC members may speak to each other freely, with one exception: they may not discuss any matters which will foreseeably come before the SAC. Remember, the Sunshine Law applies to any gathering, whether formal or casual, of two or more members of the SAC to discuss matters which will foreseeably come before the SAC. The fact that the SAC members see each other "outside of official meetings" does not, by itself, remove the meeting from the Sunshine Law. It is the subject of what is being discussed that determines whether the Sunshine Law applies.

5. What is required in terms of notice of SAC meetings?

Although Florida Statute does not specify any notice requirements, the courts have stated that, as a practical matter, in order for a public meeting to be "public," reasonable notice of the meeting must be given. If no notice of a meeting is given to the public, a potential violation of the law exists. It is not enough that SAC meetings are "of general knowledge" and not conducted in a closed door manner.

Board Policy requires that a minimum of seven (7) days' notice be normally given.

6. What notice is required for an emergency SAC meeting?

If there is a good reason to do so, an emergency meeting may be called, giving the most appropriate and effective notice under the circumstances. The SAC should give at least 24 hours notice for an emergency meeting.

7. What should be included in the notice for SAC meetings?

The notice should contain the time and place of the meeting; it is also recommended that if available, an agenda be included. If no agenda is available, subject matter summations might be used. It is not necessary, under the Sunshine Law, that each item discussed by an SAC be noticed by a prior published agenda. However, if the matters to be discussed or decided at the SAC meeting are controversial or of critical public concern, it is highly recommended that the notice include those issues.

8. How should notices be communicated to the public?

The written notice of SAC meetings should be prominently displayed at the school in a place where announcements are normally posted. In addition to the posting of the notice at school, the use of a HomePhone message, school marquees, newsletters, notes to parents and media releases are also acceptable.

9. Is a legal advertising in the newspaper necessary?

Legal advertising in the newspaper is not necessary. However, the principal may want to contact *The Gainesville Sun* to request that the SAC meeting be noticed in the regular public meetings column. The paper needs to have the notice by the Wednesday or Thursday before Sunday's publication date. There is no charge for being included in the meetings column.

10. Are minutes of SAC meetings required?

Yes, the Sunshine Law requires that the minutes of a public meeting "shall be promptly recorded, and such records shall be open to public inspection." Minutes should include a record of all votes cast. Minutes should reflect any decisions made regarding expenditure of SAC funds. Budget reports should be made regularly. Sound recordings may be made of SAC meetings, but are not required; written minutes are required. The minutes need not be a verbatim transcript of the meeting; rather, "minutes" means a brief summary or series of brief notes or memoranda reflecting the events of the meeting. The Sunshine Law does not specify who is responsible for taking the minutes of the meeting. The SAC may select a secretary, who would be the appropriate person to record the minutes.

11. Where can SAC meetings be held?

The law prohibits a public meeting from being held at any facility or location which discriminates on the basis of sex, age, race, creed, color, origin or economic status or which unreasonably restricts public access. The SAC should meet in a public facility and not in a restaurant, club or private home.

12. **How are operational procedures affected by the Sunshine Law?**

SAC meetings should be conducted in a way which permits public input (i.e., comment) at all stages of the decision-making process. The SAC may adopt reasonable rules for the orderly conduct of the meeting and the orderly behavior of persons attending. For example, the SAC may limit the time an individual has to address the SAC.

13. **What impact does the Sunshine Law have on voting at an SAC meeting?**

Voting by members of the SAC may not be by secret ballot or by use of pre-assigned codes or numbers. No part of the proceedings should become secret, covert or not wholly exposed to the view and hearing of the public. It should be noted that the SAC may decide issues by consensus, rather than by a separate vote by individuals. It is not necessary, however, that a roll call vote of the members present and voting be taken so that each member's specific vote on each subject is recorded.

Florida law also provides that no member of the SAC may abstain from voting on an issue except when there is, or appears to be, a possible conflict of interest. A "conflict of interest" may occur, for example, when any measure on which a vote is being taken inures to the member's special private gain or loss, or the gain or loss of a member's relative or business associate.

BOARD POLICY

Alachua County Public Schools Bylaws and Policies

2120 - SCHOOL IMPROVEMENT

The Board supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by State procedures.

In addition to adopting a mission statement and educational philosophy for the District, the Board shall create, as needed, standards which support the school improvement process.

School Improvement Plans

Each District school shall develop and present to the Superintendent, by the date set by the Superintendent, an individual school improvement plan for consideration by the Board. The plan shall be developed by the School Advisory Council with assistance from District employees.

- A. The plan shall be designed to achieve the State education priorities and student proficiency pursuant to Florida statutes. The plan shall be based on a needs assessment with accurate, data-based analysis of student achievement and other school performance data.
- B. The plan shall address adequate school progress, goals, indicators of student progress, strategies, and evaluation procedures including adequate measures of individual student performance.
- C. The plan for each District school shall be approved annually and shall be implemented the next school year as a new, amended, or continued school improvement plan.

Each school improvement plan shall be reviewed and approved or disapproved by the Board. In the event the Board does not approve a plan, the Superintendent shall notify the Department of Education of the need for assistance.

The Board establishes the following standards for school improvement plans:

- A. Schools will set high expectations based on current needs assessments that represent an increase in student achievement.
- B. Plans will be formatted and reported on the automated State template in order to ensure legislative mandates are addressed and plans are in compliance.
- C. Plans will contain sufficient detail to guide implementation.
- D. Plans will include evidence of effective communication with parents and community.

Assistance and Intervention

The Board will provide individualized assistance and intervention for schools that do not meet or make adequate progress, as defined in Florida statutes and State Board of Education Rules, in satisfying the goals and standards of their approved school improvement plan.

The Board will notify the Commissioner of Education and the State Board of Education when any school does not make adequate progress toward meeting the goals and standards of its approved school improvement plan by the end of two (2) years of failing to make adequate progress.

Funds for School Improvement

The Board will provide funds for schools to develop and implement school improvement plans, pursuant to Florida statutes.

Waivers of Policies

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted or to request waiver of any State Board of Education Rule. In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

The School Advisory Council may request waivers of Board policy through individual School Improvement Plans. The Board may grant such waivers in conjunction with approval of the School Improvement Plan.

Public Information

The Board will provide information about performance of students and educational programs and implement a system of school reports as required by Florida statutes and State Board of Education Rules.

F.S. 24.121(5), 1000.03(5), 1001.42(16)(17), 1001.452, 1008.345
F.A.C. 6A-1.0998, 6A-1.09981, 6A-1.09982

2125 - SCHOOL ADVISORY COUNCILS

The Board establishes a School Advisory Council (SAC) in each District school to serve in an advisory capacity to the school principal and in the preparation and evaluation of the school improvement plan required pursuant to Florida statutes. The term "advisory" includes inquiring, evaluating, informing, suggesting, and recommending.

The principal shall receive and consider SAC advice; however, the principal remains responsible for making decisions necessary for administering and supervising the school. The principal shall promote communication among students, staff, parents, and community.

The SAC is the sole body responsible for final decision making at the school relating to school improvement. SACs shall not assume any of the powers or duties now reserved by Florida statutes for the Board or its administrative or instructional staff.

Membership

Each council shall be composed of the principal and an appropriate balanced number of teachers, education support employees, students, parents, and other business and community citizens. The SAC membership shall be representative of the ethnic, racial, and economic community of the school. The Board shall monitor and review the membership composition of SACs. Should the Board determine that the membership elected by the school is not representative, the Board shall appoint additional members to achieve proper representation.

A list of SAC members shall be submitted to the Board by the second Board meeting in July, using Form 2125 F1. The list will include name, address, telephone number, and ethnic/racial category. The term of office of each member of a SAC shall be a period of one (1) or two (2) years, beginning August 20th and ending August 19th. A person may serve on not more than one (1) SAC at a time.

A vacancy in any membership category, as defined by each individual SAC, may be filled utilizing the regular election/selection process. The principal will inform the Superintendent in writing of any replacement members.

The principal shall determine the size of the SAC which is most functional for that particular school and which allows for all categories to be represented. The following are percentages for selection of membership categories:

- A. teachers at the school site - twenty-five percent (25%) or more
- B. parents of children at school (not employed by the school)- twenty-five percent (25%) or more
- C. career service employees - at least one (1) member
- D. other citizens (not employed by school) - twenty-five percent (25%) or more
 - 1. must include one (1) business representative
 - 2. cannot include parents at the school site
 - 3. cannot include teachers or employees of the school site
- E. students attending the school (high school advisory councils shall include students; middle school advisory councils may include students) - up to twenty percent (20%)

The principal is a member of the SAC not included in the above percentages. A majority of the members of each SAC must be persons who are not employed at the school.

Nominations and Elections

Each principal is to facilitate a nomination and election process (including, but not limited to, peer nomination and self-nomination) to determine from within the school and community those individuals willing to make a commitment to participate on the SAC.

- A. The principal will inform the school community, including parents of upcoming students, that nominations to the school's advisory council are invited. The principal may notify parents by written communication, such as newsletters, notes to parents, and posted notices; oral communication such as faculty meetings and FoneHome; HomeFone; media releases; and any other appropriate means. Schools should maximize recruiting efforts to be inclusive of the school community. Documentation of recruitment strategies should be kept.
- B. The invitation for nomination must clearly note the deadline, membership categories, and the process by which the vote shall be taken. This process will be facilitated by Districtwide media releases. The election process shall encourage the participation of each peer group.
- C. Nominations for membership on a SAC shall occur during the month of April. Nominations shall be submitted to the school office not later than 4:00 p.m. on the last school day in April.
- D. The election process shall occur during the month of May and shall be concluded not later than 4:00 p.m. on the last school day in May.

Council members representing teachers, career service employees, students, and parents shall be elected by their respective peer groups at the school. The principal and the SAC will select the other citizens for membership at a meeting of the SAC.

If these elections do not fulfill statutory requirements, the principal shall recommend additional members to provide proper representation.

E. Teachers and Career Service Personnel

Teacher members on the SACs will be chosen by the teachers in an election conducted by the association's faculty representatives. Career service personnel members on the SACs will be chosen by the career service personnel in an election conducted by the association's worksite representatives. The election and nominations may occur during an announced meeting of all eligible staff members at each school or in separate announced meetings of teachers and career service personnel. The parties recognize that this election process may vary if agreed upon by the principal and association faculty representatives. Attendance at this meeting(s) shall be limited to staff members eligible for membership in their respective bargaining units. The principal or his/her designee will be involved in counting of the ballots. Nothing contained herein shall prevent the principal from reviewing SAC composition needs and procedures with the staff prior to balloting.

F. Parents and Students

The principal and the SAC will accept all eligible nominations for parents and students, and will present them to the respective peer group for election. Voting shall be by written ballot. The principal shall distribute ballots to members of the peer group. The principal shall collect and tabulate the ballots, either at a public meeting or at the school office. Any member of the peer group may cast only one (1) vote for each position to represent the peer group on the SAC. Each SAC will establish procedures to ensure the validity of the balloting process.

Documentation of the nomination and election process will be maintained at the school as a public record.

Duties

The SAC shall:

- A. perform such functions as may be prescribed by the Board;
- B. assist in the preparation, implementation, and evaluation of the school improvement plan required by Florida statutes;
The plan shall address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other resource allocations as determined by the Board.
- C. promote communication among students, staff, parents, administration, and the community;
- D. assist in the preparation of the school's annual budget;
- E. request waivers of Board policies, Florida statutes, or State Board of Education rules which will allow the AC plan to be implemented or school personnel to establish innovative educational practices and methods; and
- F. serve as a resource for the principal and perform such other functions as are requested by the principal.

Operational Procedures

Each SAC shall develop practical and functional procedures appropriate to the local site, including, but not limited to, the following issues:

- A. Selection of chair, vice-chair, and secretary.
- B. Notice of Meetings

The school shall use a HomeFone message and shall provide other public notice (e.g., school marquees, internet websites, newsletters, notes to parents, posted notices, media releases) of the meeting time, place, and agenda, normally, at least seven (7) days in advance.
- C. Voting procedures, such as the option to use consensus, voice vote, written ballot, or role call vote.
- D. Attendance requirements for SAC members, and a process for replacement of members who accrue two (2) consecutive unexcused absences.
- E. Quorum requirements.

Each SAC shall maintain and annually submit to the Superintendent minutes of its meetings and a copy of its operational procedures, which shall be subject to public review. The minutes shall include copies of the notices of meetings, the agenda, and the sign-in sheet (see Form 2125 F2).

Each SAC shall meet as often as is necessary to perform its duties, but not less than four (4) times per school year. All SAC activities, including sub-committee meetings, are subject to the Government-in-the-Sunshine Law in F.S. 286.0111 and voting conflicts provisions in F.S. 112.3143. The Superintendent shall annually conduct a survey of incoming and outgoing SAC members to assess recommendations and needs.

Each SAC shall annually report to the Superintendent all expenditures of educational enhancement trust funds (July 1st to June 30th) at the school site using Form 2125 F3. These monies may be expended only on programs or projects selected by the SAC. A principal may not override the recommendations of the SAC. These monies may not be used for capital improvement, nor may they be used for any project or program that has a duration of more than one (1) year. However, the SAC may independently determine that a program or project formerly funded should receive funds in a subsequent year.

Approval of the School Improvement Plan

With the mutual approval of the principal and SAC, each school shall submit a new, amended, or continuation school improvement plan to the Board for approval.

Dispute Resolution

School Level

- A. If the SAC and principal cannot agree to a school improvement plan, the principal shall request assistance from the Superintendent.
- B. The Superintendent shall designate a facilitator who will work with the SAC in an attempt to complete the plan.
- C. If the SAC, with the assistance of the facilitator, remains unable to complete the school improvement plan, the principal shall notify the Superintendent. The Superintendent shall then appoint a school-level mediation committee.
 - 1. The committee shall be composed of the Superintendent or designee plus two (2) members of the school community who are not voting members of the SAC, one (1) designated by the principal and one (1) designated by the SAC chairperson.
 - 2. The committee shall mediate with the SAC in an effort to complete the school improvement plan.
- D. After all reasonable means for completing the plan have been exhausted, the SAC will fulfill the obligations of the law.

Board Level

- A. If the Board declines to approve a plan, it shall state the elements within the plan found to be problematic and return the plan to the SAC along with suggested changes. The Superintendent will appoint a mediator to work with the SAC.
- B. The mediator will assist the SAC in the resubmission of a school improvement plan.
- C. The principal and SAC will re-submit a plan to the Board.
- D. If the Board declines to approve the school improvement plan as re-submitted, the Superintendent shall notify the Florida Department of Education of the need for assistance.

The Superintendent shall submit certification of approved school improvement plans to the Department of Education.

Training and Development

The Board recognizes that training and development are important to SACs. Training and development shall be provided to local SACs and local SAC members shall be responsible for participating in such training.

F.S. 24.121(5), 1001.42, 1001.452