



District Advisory Council (DAC) 2022-2023  
 Thursday, September 22, 2022  
 6:00 – 8:00 p.m.  
 Howell Center, 3955 W. Pensacola Street

	What	Who	Outcome
1.	Welcome and Introductions	Dr. Michelle Gayle, Assistant Superintendent	
2.	Superintendent's Welcome	Superintendent Rocky Hanna	
3.	Welcome from Student School Board Member	Aida Richardson	
4.	Welcome from Student District Advisory Council Co-Chairs	Sruthi Sentil & Deja Williams	
5.	Approval of Agenda	Damaris Barrios Vice-Chair	Vote
6.	Approval of Minutes (May 12, 2022)	Damaris Barrios Vice-Chair	Vote
7.	New Member Orientation	Michelle Gayle	Information
8.	STAR Metro: K-12 Transportation	Kathryn Frizzell	Information
9.	LCS Safety & Security Updates	Jimmy Williams Safety and Security, Chief	Information
10.	Legislative Updates	Keith Berry	Information
11.	Text Book Adoption	Susan Walden Academic Services	Information
12.	AdvancED Accreditation/COGNIA	Michelle Gayle	Information
13.	2022-2023 District Advisory Council Election Updates	Michelle Gayle	Information Vote
14.	SAC Questions	Damaris Barrios Vice-Chair	Information
15.	Wrap up on Issue	Damaris Barrios Vice-Chair	Information
16.	Adjourn		

*\*Please note that one or more Board members may attend this meeting.*

**Next meeting: October 6<sup>th</sup>, 2022—WEAR PINK**

District Advisory Council

Thursday, May 12, 2022

In Person Meeting 6:00 p.m. – 8:00 p.m.

- I. **Schools/Members Attending:** Brenda Wirick (ACE/LCVS), Susan Walden (Academic Services), Shayla Lightfoot-Brown (Apalachee), Ann Ray (Astoria Park), Brenetta Lawrence (Bond), Jennifer Peavy (Buck Lake), Linda Edson (Buck Lake/Lincoln), Nikki Nicholas (Canopy Oaks/Griffin), Brooks Sperling (Chaires), Steve Mills (Deer Lake), Damaris Barrios (Desoto Trail), Christy Fulater (Early Childhood), Jenny Taylor (ESE), Cheryl Collier-Brown (Fairview/Griffin), Dieone Smith (Gilchrist), Bomani Mustapha (Hartsfield), Angela Roeder (Killearn Lakes), Marcus Nicolas (LCSB: Darryl Jones), Louis Dilbert (LCSB: Joy Bowen), Jennifer Heckman (Leon), Keith Berry (Montford), Andreka Rittman-Baker (Nims), Jennifer Hirst (Pineview), Johnitta Wells (Rickards), Andrew Thomas (Rickards), Dr. Demerius Coley (Riley), Jason Graham (Roberts), Jacquelyn Steele (Roberts), Scott Whittle (SAIL), Stacey Turknett (SAIL), Srinitha Srikanth (Chiles/SDAC), Nena Parnell (Sealey), Vernestine McLeod (Springwood), Caressa Richardson (Springwood), Dr. Genae Crump (Success Academy), Joe Burgess (Superintendent Appointee), Michele Keltner (Superintendent Appointee), Laruen Pierce (Swift Creek), Selika S. Sampson (Swift Creek),
- II. **School Board Members/District Administration/District Staff:** Dr. Michelle Gayle, Kathleen Malloy, Christy Fulates, Tonja Fitzgerald, Superintendent Hanna, and School Board Chair Darryl Jones
- III. **Excused:** Rhone Francis (Cobb), LaShawnda Swanigan (Conley), Desmond Cole (Godby), Valencia Jenkins (LCSB: Joy Bowen/Godby), Peyton Gallant (Leon/SDAC), Julie Lawson (Sullivan), Regina Browning (Superintendent Appointee)
- IV. **Special Guests:** Shelby Green, Wayne Tedder, Laurel Harbin
- V. **Opening with Superintendent Hanna:** Superintendent Hanna is very appreciative of all of the time and dedication that DAC members provide. A discussion was held about the potential pay raises for teachers. New teachers will see about a \$350 a year raise whereas veteran teachers will see a \$31 a year raise. For Best and Brightest Rickards won 9 of 15 awards. The district lost about 1,000 students this year to private and charter schools.
- VI. **A word from School Board Chair Darryl Jones:** Mr. Jones reiterated that he appreciates all of the hard work provided by DAC members. He also gives 100% support to Superintendent Hanna.
- VII. **Approval of Agenda:** Motion by Johnitta Wells and seconded by Cheryl Collier-Brown. Passed
- VIII. **Approval of Minutes:** Motion by Cheryl Collier-Brown and seconded by Scott Whittle. Passed.
- IX. **SDAC:** AP testing has prevented SDAC from having a meeting. Chiles is working on graduation activities and Godby is participating in Senior Spirit Week.
- X. **Nominations for 2022-2023 Executive Board:** Jacquelyn Steele made floor nominations available and then the voting commenced. The executive board was left to be the same.

Vernestine McLeod remains Chair, Damaris Barrios remains Vice Chair, and Jennifer Hirst remains Secretary.

- XI. **Internet Safety:** Kathleen Malloy presented about internet safety and the safeguards that we use to try and protect the students. One change is that the district is moving away from using all Google sites and programs. There is also curriculum for teaching safety to students at a federal and state requirement. It was also discussed that there is a difference between social media screen time and homework or reading screen time. We use CIPA, COPPA, and FERPA to protect the students. Canvas will continue to be use and will be more prevalent.
- XII. **Policy Changes:** Tonja Fitzgerald discuss 5517.01 for Bullying and Harassment. The district collaborated with NEOLA to update the verbiage to add cyber harassment. There was questions about Doxxing and Swatting. These items will be brought up to the legal department. Motion was made by Cheryl Collier-Brown and seconded by Jacquelyn Steele. Passed. 5516 – Student hazing. It was updated to show consequences for those that participate in hazing. Also, 9-12 schools are required to report to police. Motion by Cheryl Collier-Brown and seconded by Jacquelyn Steele. Passed
- XIII. **SAC questions:** Any questions need to be emailed to Dr. Gayle, Mrs. Turknett, or Mrs. McLeod in order to preserve time.
- XIV. **City of Tallahassee:** Wayne Tedder and Laurel Harvin presented. There are currently 144 active projects and more coming. The projects are all over the city as opposed to just in one particular section of the city. The projects are housing as well as retail opportunities. Also, with the influx of housing and retail there is nothing in the works as far as any new schools being added at this time.
- XV. **Adjourned at 8:25 p.m.**

LEON COUNTY SCHOOLS  
DISTRICT ADVISORY COUNCIL BYLAWS

Adopted October 8, 2009

Reviewed 2010-2011; 2011-2012; 2012-2013; 2013-2014; 2014-2015;  
2015-2016; 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021, 2021-2022

**ARTICLE I: Name of Council**

The name of this council shall be the Leon County Schools District Advisory Council and shall be known as the District Advisory Council (DAC).

**ARTICLE II: Purpose of Council**

The purpose of the DAC is to assist the Superintendent and the School Board in making decisions pertaining to the school district as a whole and to the school system's educational philosophy, goals, programs, and the Florida Program for School Improvement and Accountability.

The DAC's participation in the decision-making process is advisory in nature, and it must accomplish its purpose by: (1) investigating, (2) informing, (3) suggesting, (4) recommending, (5) evaluating county-wide issues and concerns identified by the schools, the Superintendent or the School Board, and (6) performing other such duties as appropriate to the advising process.

**Section 1: Governance**

- A. The DAC is governed by these Bylaws and must function in accordance with them and with the Policies and Procedures as described in the DAC Handbook.
- B. The Bylaws, once adopted, may be amended through a formal process described in Article VII, Section 1. The DAC Handbook must be reviewed annually and revised as needed by the Executive Committee.

**Section 2: Function**

The advisory council's function must include, but not be limited to:

- A. Participating in the District's decision making processes of:
  - 1. Defining goals,
  - 2. Assessing educational needs,
  - 3. Establishing priorities,
  - 4. Planning educational programs,
  - 5. Evaluating, and
  - 6. Reviewing policies and rules

- B. Facilitating communication among the school system, parents, students and community.
- C. Informing and advising the Superintendent and School Board regarding school/community needs, interests, and concerns.

**Section 3: The duties of the members include participating in the School Improvement process by:**

- A. Supporting the School Advisory Councils (SACs),
- B. Communicating with their SACs to identify issues and concerns that may be district-wide,
- C. Sharing best practices among the schools,
- D. Providing feedback to the Superintendent and School Board relating to the process of school improvement district-wide,
- E. Suggesting changes in procedures, policies, resources or programs.

Duties will be advisory in nature, and will not conflict with any of the powers and duties reserved by law or State Board Rule for the School Board, as referenced in Florida Statute 1001.42.

**ARTICLE III: Membership**

The following guidelines must be used in establishing the District Advisory Council:

**Section 1: Composition of Membership**

DAC membership must be comprised of Leon County residents who represent: (1) Parents/guardians of children enrolled in Leon County schools, (2) high school students, (3) teachers and principals and (4) community members at-large, whose selection will be determined as follows:

- A. Each school principal must ensure at least two representatives and one alternate representative are selected from the school's School Advisory Council (SAC), PTA/PTO or other group(s) representative of the school community. At least one of the representative's will be selected from the School Advisory Council (SAC). If any representative is employed by Leon County Schools, it is understood that the perspective they bring to the DAC will be representative of that site's parent community.
- B. The Student District Advisory Council will appoint a member to sit on the DAC to provide the student perspective.

- C. The Superintendent, giving first consideration to those recommended by the Leon Classroom Teachers Association (LCTA), must appoint at least three teachers, one from each level: Elementary, Secondary, and District-wide schools.

In addition, the Superintendent, or his/her designee, must ensure that at least one principal from each level is appointed to the District Advisory Council.

- D. The Superintendent and School Board members must each appoint two persons to serve as at-large members on the DAC. To further broaden the base of representation, one of each official's at-large appointments must not have children enrolled in Leon County Schools.

## **Section 2: Appointment of Site Representatives**

Appointments of site representatives to the District Advisory Council will be made annually by the Superintendent and the Leon County School Board based upon recommendations by site administrators. To be appointed, individuals meeting the composition requirements described in Section 1 above must file a DAC membership appointment request approved by the site administrator with the Superintendent or his/her designee.

## **Section 3: Terms**

All members will be appointed prior to the last day of school to serve a one-year term on the DAC. The terms will run from September 1<sup>st</sup> through August 31<sup>st</sup> of the following year (with the exception of officers – see Article IV, Section 2.) Consecutive terms are – permissible, but membership is neither transferable nor can it be reassigned to another individual except by formal appointment as described in Section 2 above.

## **Section 4: Duties and responsibilities**

Each member of the DAC is expected to: (1) attend all DAC meetings, (2) regularly report back to and seek input from the group or individual they represent, and (3) serve on any committee or task force when appointed by the DAC Chairperson.

DAC members, when performing their district advisory role, represent the perspectives of the group or individual who made their appointment, but must consider the best interest of all children and families in Leon County schools when suggesting changes in procedures, policies, resources, or programs, and before casting votes.

## **Section 5: Voting Rights**

Each DAC member has one vote and may cast that vote on each item brought before the DAC as a whole. Alternates may vote only when standing in for a regular member not in attendance. A quorum must be present before a vote may be taken by the DAC. For

purposes of the DAC, a quorum will exist if 50% plus 1 of the Leon County schools are represented at the DAC meeting and if 50% plus 1 of elected officials are represented by at least one of their DAC appointees.

#### **Section 6: Vacancies**

A vacancy on the District Advisory Council must be filled for the remainder of the term (unless there is fewer than one month remaining on the term) by the Superintendent or designee following the appointment procedures outlined in Section 2.

- A. If a DAC member is appointed by a school and the member's child(ren) for any reason no longer attend(s) such school, the school principal will ensure that a replacement is appropriately chosen to serve on the DAC in accordance with section 1.
- B. A DAC member may officially resign at any time by filing with the DAC Secretary a written letter of resignation and supplying a copy of the resignation letter to the appointing official and Superintendent or his/her designee.
- C. Any DAC member who has two consecutive, unexcused absences from a District Advisory Council (DAC) meeting must be replaced on DAC. (Please refer to the Handbook referenced in Article II, Section 1.) Upon such an occurrence, the district office will notify the member and the official who made the initial appointment. The member must be replaced using the membership process, outlined above in Article III, Section 1.

#### **ARTICLE IV: Officers**

The officers of the District Advisory Council are: a Chairperson(s), a Vice-Chairperson(s), a Secretary/Treasurer, and other such officers as the council may deem necessary. All officers serve on the DAC Executive Committee.

##### **Section 1: Duties**

- A. Chairperson(s)

The Chairperson(s) will preside at all meetings of the Executive Committee and the DAC.

The Chairperson(s) will also:

- 1. Sign all official letters, reports and other DAC communications;
- 2. Act as the "official spokesperson" of the DAC to maintain open communication with the Superintendent, school board and school

system;

3. Formally appoint the chairpersons of all DAC committees and the assignment of DAC members to other (external) committees and task forces;
4. Perform other duties as may be periodically prescribed by the DAC, Superintendent and school board; and
5. Appoint a parliamentarian that is bound by Robert's Rule of Order.

**B. Vice-Chairperson(s)**

The Vice-Chairperson(s) will:-

1. Serve as a member of the Executive Committee and substitute for the Chairperson(s), during his/her absence from such meetings;
2. Serve, in addition to the Chairperson(s), as the Council's DAC official liaison to the School Board; and
3. At the request of the chair, assist the chairperson in the duties and responsibilities described in Section 1. A.

**C. Secretary/Treasurer**

The Secretary/Treasurer, with assistance from the Superintendent's staff, will record the minutes and attendance at all DAC meetings.

The Secretary/Treasurer will also:

1. Serve as a member of the Executive Committee.
2. Collect, record and distribute all monies collected by the DAC; and

In addition, the Secretary/Treasurer will maintain current DAC membership information. The Superintendent's staff will provide clerical, secretarial, typing, printing, and other assistance as the Secretary/Treasurer may require to ensure the timely recording and appropriate distribution of all DAC minutes and other public records.

**Section 2: Election and Term of Officers**

- A. The election of officers will take place at the regular May meeting, or at such other regular meeting as deemed appropriate. DAC members may be eligible to be nominated for office after serving one year. Election must be made by a 50% plus 1 vote of the members present from a slate of officers presented by the Nominating Committee (see Article VI. Section 2). Floor



nominations will be permitted prior to the close of nominations, at which time all nominees may address the DAC concerning their interest in and qualifications for office. (The vote must be forwarded to the Superintendent for School Board ratification.)

- B. Officers serve from the conclusion of the regular May meeting to facilitate planning for the upcoming year. Officers may serve two consecutive one-year terms.

### **Section 3: Removal and Vacancy**

- A. Any officer elected by the DAC may be removed from the Executive Committee by a 50% plus 1 vote of all DAC members whenever, in the judgment of the members, the best interests of the DAC are not being served.
- B. A vacancy in any office because of death, resignation, removal, disqualification, or any other reason for which an officer is unable to complete the term of office, must be filled by appointment of the Superintendent or designee based upon recommendations from DAC immediately until such time as an election is held for the post vacated.

## **ARTICLE V: Meetings (and procedures)**

All meetings of the DAC and its committees are open to the public. Moreover, input from the community-at-large will be actively solicited by Council members for inclusion in DAC meetings.

### **Section 1: Schedule**

- A. The DAC meets on the first Thursday after the first Monday of each month. There will be no July or August meetings unless determined necessary by the Executive Committee. These Regular Meetings will begin promptly at 6:00 p.m. and adjourn no later than 8:00 p.m. The time and date of a Regular Meeting may be changed by the Executive Committee with seven days notice to all DAC members.
- B. The DAC may from time to time hold Special Meetings, subject to call by the Chairperson(s), and the Superintendent or his/her designee or by a two-thirds vote of the membership upon petition by any member. Unless waived by 50% plus 1 vote of the members present, the agenda of any Special Meeting, regardless of its origin of call, is limited to one item only.

### **Section 2: Conduct**

- A. All DAC meetings will be conducted in accordance with the latest

available edition of "Robert's Rules of Order". The Chairperson(s) will ensure an official parliamentarian is present for all meetings.

- B. An agenda for each Regular Meeting will be developed by the DAC Executive Committee in consultation with the district support staff and then distributed, together with all support material and minutes of the previous meeting(s) and any subsequent Special Meeting held in the interim, to all DAC members at least seven (7) days prior to the next Regular Meeting. The agenda by the DAC must include an informational/program component for each meeting.

## **ARTICLE VI: Committees**

The DAC shall have an Executive Committee and other Committees as necessary to conduct its business. Membership on committees will be for a period of one year beginning with the September Regular Meeting.

### **Section 1: Executive Committee**

Membership on the Executive Committee will be for a period of one year beginning at the conclusion of the May Regular Meeting.

- A. Composition: All elected officers and chairpersons of Committees and liaisons designated by the School Board and Superintendent, respectively, will serve as the DAC Executive Committee.
- B. Duties, Responsibilities and Authority:
  - 1. The Executive Committee, in coordination with District staff will develop the agenda for each DAC Regular Meeting (see Article V, Section 2).
  - 2. Under the leadership of the DAC Chairperson(s) (see Article IV, Section 1 A), the Executive Committee have the authority to represent and to act on behalf of the DAC between all Regular Meetings, principally on any issue, concern or item previously presented to the DAC for information, discussion and/or action.
  - 3. The Executive Committee also has authority to act upon any emergency request(s) by the School Board and/or Superintendent, which needs immediate attention. Such matters will then be presented for information and/or other appropriate action at the next regularly scheduled DAC meeting.

### **Section 2: Special Committees**

A. DAC Committees

1. Nature and Composition

- a. Special Committees and/or subcommittees may be established by the DAC Chairperson(s) or another officer designated by the Chairperson(s) when necessary to assist the Executive Committee or to deal with specific matter(s) requiring immediate attention on matters beyond the purview of the Executive Committee.
- b. These committees and/or subcommittees will be comprised of representatives knowledgeable about and interested in the matter at hand. Appointment to such committee may extend beyond the membership of the DAC. The DAC Chairperson(s) may make particular appointments to specific committees if necessary (e.g. to achieve numerical balance).
- c. Each Special Committee, established above, will:
  - 1. Have a defined task to accomplish and a specified timeline for completion of that task;
  - 2. Submit their findings, conclusions and/or results in writing at the next scheduled meeting of the Executive Committee and make a summary report of their work to the Executive Committee and/or DAC as a whole; and
  - 3. Disband upon completion of their task.

2. Council Nominating Committee

- a. One committee, which must be formed annually, is the Nominating Committee. This committee must be comprised of no fewer than five and not more than seven DAC members appointed by the DAC Chairperson at the regular DAC meeting in March.
- b. The sole purpose of the Nominating Committee will be to bring to the DAC's regular April Meeting a slate of qualified DAC members nominated to serve as officers for the coming year.

- c. The election of new officers will be conducted at the DAC's regular May Meeting. Election will require a 50% plus 1 vote of members present.

**B. External Assignments**

1. DAC members occasionally may be asked to serve on district-wide committees or community groups formed to deal with specific issues or functions. These external assignments may include (but not be limited to) Capital Outlay, Citizens for Better Schools, Rezoning (either district-wide or grade-level specific), Testing & Evaluation, Textbook Selection, Transportation, Safety, and/or others.
2. On such occasions, at the request of the Superintendent or designee, the DAC Chairperson will appoint an appropriate DAC member(s), subject to approval by the DAC membership. The appointments will be for a specified period (usually one year) and may be consecutive.
3. DAC members appointed to external assignments are expected to perform those duties in addition to their continuing involvement on the DAC and to report on the work of the external assignment at every DAC meeting.

In instances in which the DAC has established a policy position on an issue related to the purpose of an external assignment, the DAC member so appointed must accurately represent that DAC position.

**ARTICLE VII: Amendments**

**Section 1: Amendment Process**

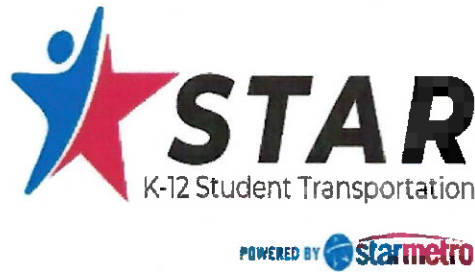
- A. DAC Bylaws may be amended using the following process:
  1. At least one (1) week's prior notice of the proposed amendment(s) must be given to all DAC members.
  2. A 50% plus 1 affirmative vote of the DAC members present at a DAC meeting at which the amendment(s) is/are formally presented is required to amend the Bylaws. Bylaws, as adopted by the DAC, must be passed to the Superintendent for School Board ratification in order for the amendment(s) to stand.
- B. Any amendment to the Bylaws must conform to the State of Florida guidelines for Advisory Committees and may not be in

conflict with any School Board Policy.

## Parents & Students:

### Welcome to the STAR program!

The Student Transportation for Academics and Responsibilities (STAR) Program is a StarMetro, City of Tallahassee and Leon County Schools pilot program to encourage area students to use public transportation for school, work, extracurricular activities, or other responsibilities free of charge.



### Who can participate in the STAR Program?

- StarMetro's STAR Program provides unaccompanied 6<sup>th</sup>-12<sup>th</sup> grade students within Tallahassee/Leon County free transportation on fixed route buses **with a STAR card and a signed program agreement/code of conduct on file.**
- The STAR Program will provide K-5<sup>th</sup> grade students within Tallahassee/Leon County free transportation on fixed route buses **ONLY if the student is accompanied by a 6<sup>th</sup> grade or older sibling, legal guardian, or parental designee, has a STAR card and a signed program agreement/code of conduct on file.**

### How do students get into the STAR Program?

- To qualify for the program, a signed program agreement form **must be on file with StarMetro or Leon County Schools** and the student must have a valid STAR Program Card. **Registration includes parental signature and use of student picture on card.**
- **All Leon County Schools K-12 Students (including LCS charter schools) must register for the program through Leon County Schools/Parent Portal.** LCS will issue STAR Program cards to students through their schools and will maintain student emergency information.



Scan QR to Access Application

Registration will remain open all year and all cards **will expire upon graduation. Card use will be required for fare-free rides beginning October 1, 2022.**

### What's the difference between the former fare-free K-12 system and the STAR Program?

- The STAR program is an **opt—in** program for parents and students. They must sign the program agreement form and code of conduct to participate.
- Code of conduct is mirrored on LCS School Bus Code of Conduct and other industry standards.
- To ride-fare free students need to **use a valid STAR card** instead of showing school ID.
- Program is designed to help ensure the safety of the students and provide mechanisms of support in cases of emergency or other transportation related issues.

### How does a student use their STAR Card?

- Upon boarding the bus, the student **MUST** swipe or scan their valid card.
  - An operator may request visually confirming the card is valid.
  - If a card is not valid, a student will be directed to the LCS or StarMetro website to apply.
- For more information or questions, please visit [Talgov.com/StarProgram](https://talgov.com/starprogram).**



## Topics of Discussion

	Topic to be discussed
1.	Growth in Tallahassee
2.	Safety & Security
3.	Early Learning
4.	ESE
5.	School Calendars 2023-2024 2024-2025
6.	Title 1
7.	Textbook Adoptions
8.	Policy & Procedures
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	



PRESENTING

# Winter Camp 2022

**EMPIRE FITNESS**

**DECEMBER 19-22ND  
AND 27TH-30TH**

**Hurry!!!  
2 for 1 for the first 5  
to register**

**\$25 registration fee  
\$150 a week**

**Ages: 7-13 year old**

**Tons of workout, STEM, personal  
development activities and more ...**

**for more information, contact : Empire fitness**

**Empirefitnessally@gmail.com**

**(850)212-4193**

**2810 Sharer RD Ste. 19  
Tallahassee, FL 32312**

Distribution of these materials is in no  
way an endorsement of services,  
activities, and/or products by  
Leon County Schools.



# We all belong at the finish line

[www.gotrpanhandle.org](http://www.gotrpanhandle.org)

850-296-2884

**The 10-week program is \$125**

**Financial Assistance Available**



## **Program Starts 09/19/2022**

- **Builds confidence**
- **Prompts independent thought and intentional decision-making**
- **Strengthens self-respect**
- **Establishes a life-long appreciation for health and wellness**
- **Enhances girls' ability to stand-up for self & others**
- **Fosters healthy relationships**

# So much fun!!



Distribution of these materials is in no way an endorsement of services, activities, and/or products by Leon County Schools.



# Parent and Family Engagement Calendar of Events

## Fall 2022

SEPTEMBER

7  
SEPT

**FINANCIAL LITERACY**  
Astoria Park Elementary School  
2465 Atlas Road  
Tallahassee, FL 32303

6:00 P.M.

21  
SEPT

**DADS TAKE YOUR CHILD TO  
SCHOOL DAY**  
LCS Title I

6:00 P.M.

20  
SEPT

**PARENT LIAISON MEETING**  
Howell Building  
Technology Learning Center

9:00 A.M.



OCTOBER

5  
OCT

**MOBILE STEM LAB**  
LCS Title I

6:00 P.M.

12  
OCT

**MOBILE STEM LAB**  
Pineview Elementary School  
2230 Lake Bradford Road  
Tallahassee, FL 32310

6:00 P.M.

NOVEMBER

9  
NOV

**MOBILE STEM LAB**  
Bond Elementary School  
2204 Saxon Street  
Tallahassee, FL 32310

6:00 P.M.

16  
NOV

**PATHWAYS TO  
ENTREPRENEURSHIP**  
Lively Technical College  
500 Appleyard Drive  
Tallahassee, FL 32304

6:00 P.M.

14-18  
NOV

**PARENT AND FAMILY  
ENGAGEMENT SPIRIT WEEK**

DECEMBER

7  
DEC

**MOBILE STEM LAB**  
Riley Elementary School  
1400 Indiana Street  
Tallahassee, FL 32304

6:00 P.M.

15  
DEC

**FINANCIAL LITERACY**  
LCS Title I

6:00 P.M.

14  
DEC

**THE MATH OF COOKING**  
Godby High School  
1717 West Tharpe Street  
Tallahassee, FL 32303

6:00 P.M.

**The Title I Advisory Council (TAC)  
will meet monthly.**



# Parent and Family Engagement Calendar of Events Spring 2023

JANUARY

11  
JAN

MOBILE STEM LAB  
LCS Title I

6:00 P.M.

12  
JAN

PARENT LIAISON MEETING  
Howell Building  
Technology Learning Center

9:00 A.M.

18  
JAN

MOBILE STEM LAB  
LCS Title I

6:00 P.M.

25  
JAN

WELLNESS WORKSHOP  
LCS Title I

6:00 P.M.

FEBRUARY

7  
FEB

PARENT LIAISON MEETING  
Howell Building  
Technology Learning Center

9:00 A.M.

8  
FEB

MOBILE STEM LAB  
LCS Title I

6:00 P.M.

15  
FEB

MOBILE STEM LAB  
LCS Title I

6:00 P.M.

MARCH

9  
MAR

THE MATH OF COOKING  
Rickards High School  
3013 Jim Lee Road  
Tallahassee, FL 32301

6:00 P.M.

22  
MAR

MOBILE STEM LAB  
Fort Braden School  
15100 Blountstown Highway  
Tallahassee, FL 32310

6:00 P.M.

4  
APR

PARENT LIAISON MEETING  
Howell Building  
Technology Learning Center

9:00 A.M.

5  
APR

MOBILE STEM LAB  
Success Academy at Ghazvini  
854 Blountstown Highway  
Tallahassee, FL 32304

6:00 P.M.

MAY

THE GREAT DEBATE



12  
APR

LITERACY CARNIVAL  
LCS Title I

6:00 P.M.

The Title I Advisory Council (TAC)  
will meet monthly.

**District Advisory Council (DAC) – Meeting Dates for 2022-2023\***

All meetings will be held at the  
Howell Center - Front Conference Room  
3955 W. Pensacola Street

Date	Time
Thursday, September 22, 2022	6:00-8:00 p.m.
Thursday, October 6, 2022	6:00-8:00 p.m.
Thursday, November 10, 2022	6:00-8:00 p.m.
Thursday, December 8, 2022	6:00-8:00 p.m.
Thursday, January 5, 2023	6:00-8:00 p.m.
Thursday, February 9, 2023	6:00-8:00 p.m.
Thursday, March 9, 2023	6:00-8:00 p.m.
Thursday, April 6, 2023	6:00-8:00 p.m.
Thursday, May 4, 2023	6:00-8:00 p.m.

\*Two or more Board Members may be in attendance

LCS District Advisory Council (DAC)

**Annual Membership Appointment Form 2022-2023**

This information is necessary for Council membership to certify that individuals are eligible and willing to serve in accordance with the Council's by-laws.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work \_\_\_\_\_

Cell \_\_\_\_\_

E-Mail: \_\_\_\_\_

Please Print Clearly

1. My child(ren) attend(s): \_\_\_\_\_  
School

2. I am a (please check one): ☐ parent/guardian ☐ administrator ☐ teacher  
☐ student ☐ community member

Name of School: \_\_\_\_\_

3. My appointment to the DAC will be: (Please circle one)

a. as a Delegate/Alternate for: \_\_\_\_\_  
School

b. as an At-Large Representative for: \_\_\_\_\_  
Superintendent or School Board Member

I confirm that I:

- 1) am a resident of Leon County, Florida;
- 2) will represent the school or official indicated; and
- 3) understand that my term on the District Advisory Council will expire on August 31, 2023.

\_\_\_\_\_  
Signature of Appointee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal/Appointing Official

\_\_\_\_\_  
Date

Return completed form to Professional, Interventions & Community Services, via county mail or email to [turknettst@leonschools.net](mailto:turknettst@leonschools.net).

If you have any questions, please contact Stacey Turknett, 850-487-7177



# Performance Standards

K-12 and Postsecondary Institutions



# Introduction: What makes a good school?

The quality of a school goes beyond its name, location, or reputation. An education institution succeeds when it supports every learner every day, offering opportunities for every learner to reach further.

One hallmark of a good school is that it continually strives for improvement. Like the member institutions we serve, Cognia™ works to innovate and improve. In spring 2021, we completed a research and development cycle that takes place every five years, examining and updating the Cognia Performance Standards to acknowledge changes and set expectations for quality education institutions in a new era. Based on current research in education, input from practitioners, and multiple expert reviews, this cyclical development process assures that the standards at the foundation of our improvement and accreditation strategies continue to be viable, feasible, and relevant to educators in today's world.

## One set of standards

If you're familiar with the previous Cognia standards for different institution types, you'll notice a significant change: One set of standards now applies to all K-12 and postsecondary institution types, including systems of institutions.

All education institutions share a fundamental common goal: to inspire and equip learners so that they succeed to their highest potential. The new, research-based standards acknowledge that commonality. They are appropriate for all institutions, placing emphasis on quality and effective practices that benefit all learners in any K-12 or postsecondary non-degree granting setting. The details relevant to different types of institutions will be addressed in Assurances and in other Cognia Accreditation resources that will be available to members. (Early Learning and Extended Learning institutions continue to have dedicated standards.)

## Important concepts

Every iteration of Cognia's Performance Standards builds on the prior version to support ongoing improvement. Many of the themes of the previous standards are reflected in the new standards. The 2022 standards include several significant concepts to guide institutions forward, including:

**LEARNER-CENTERED:** Cognia's new standards focus on the learner, describing the impact on the learning journey of processes and practices, which reflect the performance of the institution. Further, the standards emphasize student voice and agency.

**DEMONSTRATION OF EQUITY:** These standards emphasize the expectation of equity for every learner across all aspects of the institution. Equity is expressed in the institution culture and in a curriculum that values the diversity of individuals, families, cultures, and more.

**LEARNER WELL-BEING:** Learning depends on more than skilled instruction. Institutions must address multiple aspects of learners' circumstances and environment, so that every learner can grow.

## Quality characteristics

Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

**CULTURE OF LEARNING:** the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision

**LEADERSHIP FOR LEARNING:** the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways

**ENGAGEMENT OF LEARNING:** the inclusion of all learners in the learning process, and their development of confidence and love of learning

**GROWTH IN LEARNING:** the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning

These characteristics serve as our model for identifying and discussing school and system quality. Additional information will be available to members to show how the standards align with these characteristics.

## Framework for improvement

Our new standards and the key characteristics are the foundation for Cognia's approach to continuous improvement—not just to accreditation. These are the elements that should guide every educational institution to ensure high-quality teaching and learning and overall organizational effectiveness.

The new Cognia Performance Standards, which will be in effect on July 1, 2022, define the practices of a good education institution and provide the criteria for improvement efforts that will energetically and visibly grow learners, teachers, leaders, and organizations.



# Key Characteristic 1: Culture of Learning

## What it means

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents attendance at institution functions).

## Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

### STANDARD 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

### STANDARD 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

### STANDARD 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

### STANDARD 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

### STANDARD 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

### STANDARD 6

Professional staff members receive the support they need to strengthen their professional practice.



# Key Characteristic 2: Leadership for Learning

## What it means

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

## Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

### STANDARD 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

### STANDARD 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

### STANDARD 9

Leaders cultivate effective individual and collective leadership among stakeholders.

### STANDARD 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

### STANDARD 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

### STANDARD 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

### STANDARD 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

### STANDARD 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

### STANDARD 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

# Key Characteristic 3: Engagement of Learning

## What it means

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

## Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

### STANDARD 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

### STANDARD 17

Learners have equitable opportunities to realize their learning potential.

### STANDARD 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

### STANDARD 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

### STANDARD 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

### STANDARD 21

Instruction is characterized by high expectations and learner-centered practices.

### STANDARD 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

### STANDARD 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

# Key Characteristic 4: Growth in Learning

## What it means

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

## Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

### STANDARD 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

### STANDARD 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

### STANDARD 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

### STANDARD 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

### STANDARD 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

### STANDARD 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

### STANDARD 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.



[cognia.org](https://cognia.org)