

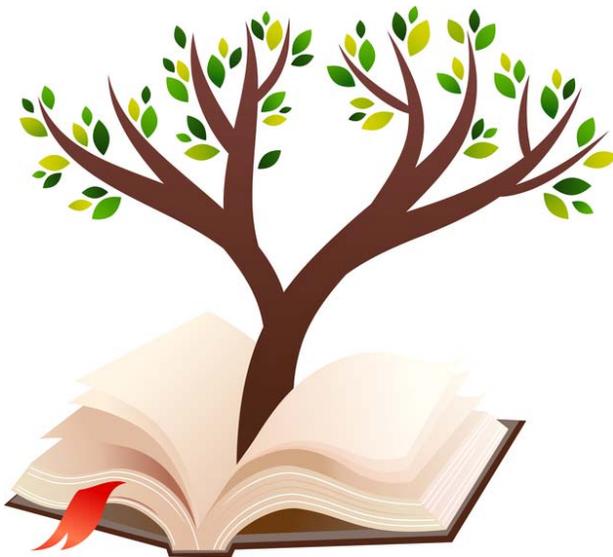
Staffing Plan

***2017 - 2018
School Year***

***The School Board
of
Polk County***

*Jacqueline Byrd
Superintendent*

Board Approved
July 25, 2017



The Mission of Polk County Schools is to provide a high quality education for all students.

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Philosophy of Developing a Staffing Plan

The major portion of any school District budget supports personnel who provide services to students. The Staffing Plan is designed to provide an equitable distribution of available personnel services for the entire Polk County School District in accordance with the 2013-2014 through 2017-2018 District Strategic Plan.

Florida Statutes require that the Superintendent recommend, and the School Board adopt, a balanced budget. Some funds are categorical from state or federal sources and must be used for designated purposes. Non-categorical funds may be designated by the School Board, but even from these, operational costs (such as utilities, maintenance and repairs to the school facility) and support personnel (such as custodians, school nutrition staff, etc.) are necessary.

Considering the District's Strategic Plan, current research in best practices, input from staff members and the School Advisory Council (SAC) and other variables, the primary objectives in the development of the Staffing Plan are to equitably distribute available human resources and to provide the most effective and efficient instructional setting possible. Once this is achieved in the Staffing Plan, it is the Principal's responsibility to allocate these human resources efficiently and effectively while meeting identified No Child Left Behind, Class Size Law, and other State, District and school improvement goals. More importantly, the Principal, as instructional leader of the school, designs a school staffing plan that meets student academic, social, emotional and vocational needs.

The money received from the Florida Education Finance Program (FEFP) is the largest single source of funds (approximately 70%) supporting educational programs in Polk County. Since programs are planned in advance of the final legislative action, staffing allocations are based on projections and adjustments are made on the final level of legislative funding. If revenues throughout the year are not kept at the projected State level, then reductions in educational funding could result in a reduction of allocated staff at the District and school level.

During the 2002-2003 school year the District put in place a modified Personnel Staffing Unit System based on the Projected Total Membership (PTM). The District has since developed a hybrid of the Personnel Staffing Unit system as described below.

Class size compliance change

Compliance with class size reduction requirements is calculated at the classroom level for traditional public schools as required by Florida Law. However, beginning with the 2013-2014 fiscal year, all public schools of choice are calculated at the school level.

This change was made to accommodate s. 1012.2315 F.S that allows a parent to choose for his or her child to be taught by a particular teacher in an extracurricular course under certain circumstances; amending s. 1002.31

1002.31 Public school parental choice:

(9) For a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size pursuant to s. 1003.03 is the average number of students at the school level.

Polk's Personnel Staffing Unit

The development of the site-based staffing plan to meet the educational needs of the students and the mission and vision of the School Improvement Plan is the responsibility of the school Principal, working with the Technical Assistance Team. Within parameters (negotiated contracts, personnel policy, Class Size Law and staffing guidelines), the Principal is expected to have a clear, well-communicated and shared vision of the school's educational program and identified instructional priorities. The Principal, with input from the school staff and SAC, is expected to determine the staffing level that will most effectively meet the educational needs of the school's student population as long as the decisions made are within the guidelines of federal and state laws and local school board policy. Schools vary greatly in the manner in which the instruction and support decisions are delivered.

The Business Services Division and Human Resource Services Division allocate personnel staffing units, which are based upon the concept that the Teacher is the building block of the school system. The unit base value of 1.000 is computed to be the projected average Teacher cost, including salary and benefits. Each school will be allocated units grouped in an Instructional and a Support Bank. The Instructional Bank includes the Teaching staff and Paraeducators. The Support Bank includes Guidance Counselors, Secretaries, and Media Specialists.

As contracts and insurance figures are settled, the costs and ratios will be recalculated.

Equivalency Factors			
	2015-2016	2016-2017	2016-2017
Teacher	60,585.91	61,966.49	1.000000
Entry Level Teacher	53,768.94	55,623.83	0.897644
Para 01 (Basic, ESOL)	26,733.86	27,052.25	0.436563
Para 02 (ESE, Media I, PE, CLM)	27,417.89	27,070.29	0.436854
Para 03 (ESE SC/SS, Media II)	27,041.02	27,684.28	0.446762
Para 04 (Voc, ESE Specialized)	27,309.69	27,891.16	0.450101
Para 05 (Cosmetol, Massage)	25,995.01	26,760.88	0.431861
Para 06 (Adj Yth)	37,840.46	39,841.92	0.642959
Para 07 (Virtual EF)	31,409.47	33,743.02	0.544537
Para 07-8 (CDAT)	38,871.75	39,959.10	0.644850
Para 08 (NW Mgr Para)	33,666.16	35,019.70	0.565139
Para 09 (LPN)	39,106.71	40,229.23	0.649209
Para 10 (OTA, PTA)	50,726.75	52,771.20	0.851609
Para SL00	25,089.14	27,347.88	0.441333
Para SL01	28,160.03	28,227.42	0.455527
Para SL02	34,836.11	34,875.97	0.562820
Para SL03	38,212.11	40,226.30	0.649162
Para SL04	46,082.35	47,505.14	0.766626
Para SL05	53,242.06	56,338.24	0.909173
1/2 Para (Basic)	16,940.53	17,099.72	0.275951
12-Mo. Sec'y	36,609.66	36,523.19	0.589402
11-Mo. 8 Hr. Sec'y	32,446.05	32,602.08	0.526124
11-Mo. 4 Hr. Sec'y	19,796.62	19,874.64	0.320732
10-Mo. 8 Hr. Sec'y	29,513.24	29,673.76	0.478868
10-Mo. 4 Hr. Sec'y	18,330.23	18,410.47	0.297104
Asst Principal - El	82,070.69	83,237.16	1.343261
Asst Principal - Mid (11-mo)	86,214.99	87,127.65	1.406045
Asst Principal - Mid (12-mo)	91,833.13	92,892.57	1.499077
Asst Principal II - Mid (10-mo)	68,073.43	68,268.84	1.101706
Asst Principal II - Mid (11-mo)	74,290.18	75,828.46	1.223701
Asst Principal - Sr (11-mo)	94,408.39	95,524.96	1.541558
Asst Principal - Sr (12-mo)	100,395.07	100,248.44	1.617785
Asst Principal II - Sr (10-mo)	73,307.31	74,184.96	1.197179
Asst Principal II - Sr (11-mo)	80,058.18	81,352.00	1.312839
Dean	63,374.55	65,159.73	1.051532
Guidance - Elem	65,725.60	66,018.27	1.065387
Guidance - Mid	71,412.45	71,639.05	1.156093
Guidance - Sr	71,039.22	73,366.15	1.183965
Media	68,979.69	70,082.28	1.130970
School Psych	77,996.41	80,713.13	1.302529
Social Worker	62,830.13	64,118.22	1.034724
Sp/Lang Pathologist	67,944.50	69,243.06	1.117427
Custodian	32,983.04	33,218.67	0.536075
Principal - El	103,915.36	106,281.99	1.715153
Principal - Mid	108,301.60	110,699.98	1.786449
Principal - Sr	115,717.97	117,339.24	1.893592
Director - Virtual School	107,677.68	114,781.89	1.852322
Principal Secretaries - 12 month	47,806.03	48,883.39	0.788868

The Instructional units, as designated in the Staffing Plan and approved by the Board, are allocated directly to the individual schools. The decentralization of the resources to the school level allows for increased flexibility by the schools in making resource allocation decisions most appropriate for each individual school. Appeal and reserve units are recommended by the Technical Assistance Team and approved by the Associate Superintendent, Human Resource Services; Associate Superintendent, Chief Financial Officer; and Associate Superintendent, Chief Academic Officer.

The District holds a group of units in reserve to help schools when their enrollment exceeds the PTM, or in other emergency situations. Units are reserved for regular education and for Exceptional Student Education to meet growth and periodic needs of the schools. Because our student population is changing so rapidly it is critical to be able to assist the schools in these types of situations.

This Staffing Plan is reviewed and updated annually.

Staffing Formula

For the purpose of allocating units described on the following pages it is important to set up a procedure that will be as fair and accurate as possible. The following procedure is used:

Step 1 Calculate enrollment and trend projections from the previous four years using 60th-day enrollment data.

Step 2 Project next grade and center membership for 2017-2018.

Step 3 Establish the Projection Committee comprised of the Associate Superintendent, Chief Financial Officer; the Associate Superintendent, Chief Academic Officer; the Regional Assistant Superintendents; the Associate Superintendent, Human Resource Services; the Director, Budget; the Director, Personnel; the Senior Manager, Staffing; the Analyst, Staffing; and representatives from the Elementary, Middle, and Senior High Principals' groups.

Step 4 A subcommittee consisting of the Director, Personnel; the Director, Budget; the Senior Manager, Staffing; and the Analyst, Staffing will select the most likely projection for each school and adjust so the District total does not exceed the Florida Department of Education's un-weighted Full Time Equivalent (FTE) membership projection.

Step 5 Provide a Projected Total Membership (PTM) report to each school Principal and request his or her response (see Appendix B) either accepting or modifying the PTM.

Modification requests are reviewed by the Projection Committee, which will respond in writing.

Due to unexpected increases or decreases in student population, the PTM may not accurately reflect a school's opening membership. In this case, the Associate Superintendent, Human Resource Services, working jointly with the Principal and the Technical Assistance Team may recommend an adjustment.

As the projected student population increases, those positions that are generated by formula will also increase. The cost of this Staffing Plan has been compared to School Year 2017.

Teacher Sharing

Teacher sharing occurs when a school has an individual teaching a class or classes on their campus with students attached, who are funded by another source other than that particular school. School sharing occurs when two schools share a student, each teaching a portion of the student's schedule.

Example A - Teacher Sharing: A Teacher is paid for by Traviss Career Center, but teaches at the campus of a particular high school. When this occurs the school is expected to return the allocation for the section taught by this Teacher to the District. In this situation the District has already allocated and funded a Teacher for those students. Therefore two teachers are essentially assigned to those students, one from the District and one from Traviss. The school in this case is no longer entitled to the allocation of this Teacher unit. If a school has 4 teachers from Traviss teaching a full load on their campus the school will be responsible for returning 4 teaching units to the District. If it involves a partial teaching unit or sections, the school will return the partial unit or sections to the District. The FTE generated by these students will go to the school providing the teachers.

Example B - School Sharing: Two schools teach a portion of a student's schedule. Two schools may not count the same student as part of their PTM. The District has provided teachers for 100% of the PTM for each school. If students are taking classes at another site or school, that portion of the PTM will be removed or the allocation of units will be adjusted accordingly.

Comparability

In October of each school year, the Senior Manager, Staffing will provide the information required to report Comparability for Title I schools. It is determined that the Polk County School District will equivalently staff all Administrators, Teachers, and other staff for schools by formula based on the Projected Total Membership (PTM), regardless of Title I standing. Finally, it is determined that employees at a school will be paid on a consistent District-wide salary schedule for their employee group, regardless of Title I standing.

General Information

The following are applicable to all areas of the Staffing Plan.

Technical Assistance Team

The Technical Assistance Team is comprised of the Associate Superintendent, Chief Academic Officer, Associate Superintendent, Chief Financial Officer; the Assistant Superintendent, Learning Support; the Associate Superintendent, Human Resource Services; the Director, Personnel; the Senior Manager, Staffing; and the Analyst, Staffing working in conjunction with the Regional Assistant Superintendents, the Director, Exceptional Student Education (ESE); the Director, ESOL; the Senior Managers, ESE Area and the Senior Director, Federal Programs & Grant Management as appropriate and needed.

Network Manager

The Network Manager Teacher (10-month) and Network Manager Paraeducator (11-month) units are technology positions to be used for technology needs only. They are not allocated for instructional purposes and therefore are not eligible for all-day instructional assignment supplement.

Testing Coordinator

A Testing Coordinator is a teaching unit whose primary responsibilities are to coordinate the administration of required assessments assigned by the district and/or school administration. They are not eligible for an all-day instructional assignment supplement.

School Resource Officers

School Resource Officers are allocated to schools by the Superintendent's Office and the appropriate law enforcement agency. Expansion of this program is dependent on availability of matching funds and contracted services.

Pilot Sub Teachers

Schools may hire Pilot Substitutes which are funded by each individual school's Substitute Teachers Fund (10019900). To be cost effective, a school should be able to keep the Pilot Substitute in the classroom substituting 100% of the time. No advertisement required

In addition the District reserves the right to hire an intern as a Pilot Substitute to fill a vacancy upon completion of internship program as verified by the college/university.

All Day Instructional Assignment

All-day instructional assignments for secondary schools may be used to assign a Teacher classes all-day. It will be necessary to appeal through the School's Regional Assistant Superintendent and Senior Manager, Staffing to assign an all-day teaching assignment. The value of the all-day instructional assignment will be determined by what is negotiated through the collective bargaining process and must be included as a part of the current allocated amount. An all-day instructional assignment may only be used for a teaching position. An all-day instructional assignment may not be added for Network Manager Teachers, Guidance Counselors, LEA Support Facilitators, Administrative Assistants (Deans), Testing Coordinators, or other like positions. An all-day instructional assignment may only be used for a Teacher who is teaching a full load of classes and approved through the appeal process regardless of funding source.

Substitute Teacher All Day Instructional Assignment

Substitute teachers are not eligible to receive extra pay for an all-day instructional assignment.

ESE Teachers w/o Planning Period Elementary

In order to meet the diverse needs of exceptional education students, Principals may find it necessary for some Elementary ESE teachers to work the entire student contact day with no planning period. When this is necessary, Principals must make every effort to adjust staff schedules to allow for planning periods. If schedules cannot accommodate planning periods, Principals should request that the Senior Manager, ESE Area review the schedules. When schedules cannot be resolved, the Principal and the Senior Manager, ESE Area may appeal for a supplement through the Senior Manager, Staffing to assign an all-day teaching assignment. All scheduling options must have been exhausted before an administrator will receive permission for this variance. If the appeal is granted the allocation blue sheets will be adjusted.

Lead Teacher Stipend

Based on Florida School Laws 2012, Florida Statute 1012.71, "...the term "classroom teacher" means a certified teacher employed by a public school district or a public charter school in that district on or before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and guidance counselors serving students in prekindergarten through grade 12, who are funded through the Florida Education Finance Program. VPK or School Readiness Pre- K Teachers are not eligible because their students are not funded by FEFP.

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Designated Change

A designated change is a request for a change in staffing that is needed for a position or positions that are Grant funded or other than locally funded and that occur outside the annual Staffing Plan or budget process. The request must be initially brought to the Associate Superintendent, Human Resource Services. After review and approval by the Associate Superintendent, Human Resource Services and the Associate Superintendent, Chief Financial Officer the change should be submitted through the Senior Manager, Staffing to a Board Work Session using the designated change form.

Appeals & Conversions

For the purpose of conversions, the value of a Paraeducator is represented on the equivalency chart.

The Staffing Plan supports any school wishing to convert support type units to instructional units. The Staffing Plan does not support converting instructional units to support units. Any appeal or conversion request will require an appeal, submitted to the Senior Manager, Staffing and approved by the Technical Assistance Team. Units are allocated as 1 full time unit. Any part-time hire must be appealed for and approved.

Increased enrollment must be stable for 10 working days before the Principal can submit an appeal.

The Technical Assistance Team will consider appeals outside the normal boundaries as specified in the Staffing Plan.

A school must appeal and receive approval to eliminate a program for which specific equipment has been provided. The equipment must be returned to the District.

Appeals & conversions are only for 1 school year and must be appealed for again if needed for the next school year.

Class Size

It is understood that the District will allocate a sufficient number of units to meet the requirements of the Class Size Law. The formula will be adjusted in a consistent and fair method for all schools to assure equality. The Technical Assistance Team will assemble a representative group of stakeholders to determine the method for adjusting the formula. Title I schools are staffed exactly as non-Title I schools. Title I staff is truly supplemental.

Any Principal making staff decisions that effectively increase the class sizes at the particular school will be subject to a review of the staffing based on the status of class sizes. It is possible that personnel will need to be displaced and allocation returned to the original configuration if the decision of the Principal caused the class size to increase beyond the allocated amount.

Scheduling Models

Staffing allocations are independent of scheduling models.
Scheduling models should not adversely impact class size considerations.

Allocation Audit

Allocation Audits will be conducted by Personnel Staff periodically with all schools. The Senior Manager, Staffing will review the audits to ensure that units at the school and units allocated balance.

ESOL Program

English for Speakers of Other Languages (ESOL) class period units for middle and high schools will be considered for allocation when a school wishes to convert units from the required reading intervention courses or regular language arts courses. For example, a middle school could convert an Intensive Reading class unit for M/J Developmental Language Arts through ESOL unit providing the unit followed current class-size guidelines, currently 22 students per unit. A high school could convert an Intensive Reading class unit for a Developmental Language Arts through ESOL unit, providing the unit followed the current class-size guideline of 25 students per class. For all schools, an ESOL Paraeducator will be allocated when a school has 15 LY students of the same language (per the META Agreement). Additional ESOL Paraeducators will be considered at 60, 120, 180, 240 LY students, and continuing with every additional 60 LY students after maintaining each enrollment for 10 school days. Another option for consideration would be for a school to convert two ESOL Paraeducator units to an ESOL Teacher unit. For example, a school with 120 LY students would qualify for one ESOL Paraeducator unit and one ESOL Teacher unit.

Itinerant Fine Arts

Twelve string units and three chorus unit are to be allocated. The Regional Assistant Superintendent will consult with the Associate Superintendent, Human Resource Services; Director, Personnel; Director, Fine Arts and Principals to determine the viability and timing of implementing a new strings program in a particular area.

Considerations to include:

1. Available funds for an instructional unit
2. Available space for instruction
3. The desire of the community to initiate a string program
4. Availability of a certified string Teacher
5. A workable teaching schedule to accommodate program

New Schools

Recommended Staffing for new schools:

Startup staff:

- 1 Principal – 6 months prior to opening for Elementary & Middle
- 1 Principal – July 1st , one school year prior to opening for Senior High
- 1 Assistant Principal to assist with Curriculum and Student Scheduling July 1st – prior to opening for Senior High
- 1 Assistant Principal to assist with Administrative duties April 1st – prior to opening for Senior High
- 1 Assistant Principal for Curriculum – July 1st prior to opening for Senior High
- 1 Assistant Principal for Administration – April 1st prior to opening for Senior High
- 1 Assistant Principals – when the building is released to the District for deliveries (instructional materials, equipment, furniture, etc.) for Elementary & Middle
- 1 Principal’s Secretary – 6 months prior to opening for Elementary & Middle
- 1 Principal’s Secretary – July 1st one school year prior to the opening for Senior High
- 1 Media Specialist – 15 day extended contract prior to opening
- 1 Media Paraeducator – 15 day extended contract prior to opening
- 1 School Nutrition Manager – when kitchen is operational
- 1 School Nutrition Assistants – when kitchen is operational
- 1 Secretary, 12-month – April 1st prior to the opening for Senior High
- 1 Custodial Foreman – start when the building and grounds are completed
- Custodial Staff – start when the building and grounds are completed
- 1 Network Manager Teacher (10 mo) or Paraeducator (11 mo), as appropriate – 5 days prior to the normal contract.

Polk County Schools

Elementary School Staffing



Elementary School Staffing

Administration:	Principal	(1)
	Assistant Principal	(1)
Basic support units:	Media Specialist PTM of 500 or less	(.5)
	Media Specialist PTM of >500	(1)
	Elementary Guidance Counselor	(1)
	Elementary Guidance Counselor	(1)
	Secretary, 12-month Principal	(1)
	Secretary, 12-month School (T.O.)	(1)
	Paraeducator – Clinic LPN	(1)
	Paraeducator – Network Mgr (11 mo)	(1)
	Paraeducator – Instructional	(2)

1. Art, Music & Physical Education units are calculated using the student enrollment and number of teaching units along with the number of DOE required weekly minutes per discipline.
2. At an enrollment of ≥ 601 based on 8th day count a school will earn a third 10-month secretary. When appealing for the third secretary a school may use the Pre-K enrollment as part of the total enrollment.
3. At an enrollment of $\geq 1,101$ a school will earn an additional 10-month secretary.
4. At an enrollment of 701 a Dean/Discretionary Unit will be allocated.
5. At an enrollment of 1,000 a second Assistant Principal will be allocated.
6. Current Clinic Paraeducators will attrition to LPN's
7. Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:
 - Basic
 - Computer Lab Manager
 - Physical Education
8. An additional Paraeducator will be allocated for Physical Education at an enrollment ≥ 600 based on 8th day count.
9. Increased enrollment must be stable for 10 working days before the Principal can submit appeal.
10. Appeals & Conversions are only for one (1) school year and must be appealed for again if needed for the following school year.

No Paraeducator may be used in a clerical capacity.

Allowable Conversion: 1 Instructional Paraeducator unit plus allocated Paraeducator Network Mgr for a Teacher, Network Mgr (10 mo). Conversion cannot be done if Paraeducator units are staffed.

Clinic Paraeducators receive their clinical supervision from the Health Services RN.

Instructional Staff: Basic instructional staff will be allocated to meet the requirements of the Class Size Law.

Appeal Guidelines

Appeal for additional Teaching Units

When class sizes become too large as determined by State Law, an appeal for an additional Teaching Unit should be submitted to the Senior Manager, Staffing who then contacts the Technical Assistance Team.

Reserve units are used to solve overcrowding. District basic units are allocated for assignment to the classroom and will be counted accordingly when considering appeals.

Increased enrollment must be stable for 10 working days before the Principal can submit an appeal.

Federal and Categorical Program Units

The Associate Superintendent Chief Academic Officer recommends units to the Human Resources Division based on guidelines set in the approved program.

Class Size

It is understood that the District will allocate a sufficient number of units to meet the requirements of the Class Size Law. However, the elementary schools that meet the criteria of the modified Class Size Law will be staffed to meet class size by school-wide average. The modified Class Size Law allows a school or program that is a public school of choice under s. 1002.31 to meet class size at the school level.

Any Principal making staff decisions that effectively increase the class sizes at the particular school will be subject to a review of the staffing based on the status of the class sizes. It is possible that personnel will need to be displaced and allocation returned to the original configuration if the decision of the Principal caused the class size to increase beyond the allocated amount.

Eighth Day Review

The Technical Assistance Team uses Eighth (8th) Day membership to review the Elementary allocations. Additional reviews may occur during the school year as needed.

Elementary Eighth (8th) Day Review Procedure / Appeal Criteria

After the Eighth (8th) Day review, schools may be awarded units that meet appeal criteria. Relief may be in the transfer of Teacher units from one grade level to another or additional Teacher units.

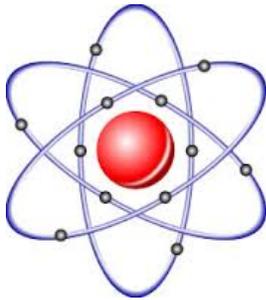
Any Title I unit is removed prior to calculations so that supplanting cannot occur.

If a unit is approved as a result of an appeal, it must be noted that the appealed unit terminates at the end of the school year unless the unit is officially added through the next Staffing Plan.

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Polk County Schools

Acceleration & Innovation



Science



Technology



Engineering



Math

Magnet/Choice Schools Staffing

The Magnet and Choice schools in Polk County serve as a tool to voluntarily diversify schools in targeted communities. Through controlled admission procedures, pre-determined capacities are maintained. The result is a site-specific educational program that enhances the educational experiences of children while providing a multicultural environment and a special focus. These schools provide the standard required curriculum of general education to students while using special learning themes, such as science, technology, engineering, arts and mathematics to attract students to the schools.

All magnet and choice school seats are filled only by application and have specific enrollment targets. The Unitary Status Agreement of 2000 commits the District to maintaining magnet and choice components.

Magnet Schools in Polk County include:

School	Location	Grade Level
Bartow Elementary Academy	Bartow	K-5
Union Academy	Bartow	6-8
Dundee Elementary Academy	Dundee	K-4
Dundee Ridge Middle Academy	Dundee	5-8
Bethune Academy	Haines City	K-5
Lake Alfred Poly Tech Academy	Lake Alfred	5-8
Lincoln Academy	Lakeland	K-5
Combee Academy of Code and Design	Lakeland	K-5
Rochelle School of the Arts	Lakeland	K-8
Lawton Chiles Middle Academy	Lakeland	6-8
Crystal Academy of Science & Engineering	Lakeland	6-8
Winston Academy of Engineering	Lakeland	K-5
Brigham Academy	Winter Haven	K-5
Jewett School of the Arts	Winter Haven	K-8
Jewett Middle Academy	Winter Haven	6-8

Choice schools were created either to offer parental choice and/or to assist with creating diversity in student selection of programs. Polk County schools offer full choice schools which only have a choice population. Students who attend fill out an application to attend.

The choice attractors are staffed through program staffing. Choice schools in Polk County include:

Choice Schools			
School		Location	Grade Level
Davenport School of the Arts		Davenport	K-8
Daniel Jenkins Middle Academy		Haines City	6-8
Blake Academy		Lakeland	K-8
Summerlin Academy at BHS		Bartow	9-12

District units are allocated for assignment to the classroom and will be counted accordingly when considering appeals. If a unit is approved as a result of an appeal, it must be noted that the appealed unit goes away at the end of the school year unless the unit is officially added through the next Staffing Plan.

Elementary Schools

For the 2017-2018 school year magnet and choice school classrooms will be staffed at 18 to 1 for the elementary grades kindergarten through third and 22 to 1 for elementary grades four and five. The preceding ratios account for class and facilities considerations for the 2017-2018 school year. Staffing for the attractor components of the magnet and choice schools is determined by program staffing. This is conducted by the following representatives: the Associate Superintendent, Human Resource Services; the Associate Superintendent, Chief Academic Officer, the Director, Personnel, the supervising Regional Assistant Superintendent; the Senior Director, Office of Acceleration and Innovation or designee; and the Associate Superintendent, Chief Financial Officer or designee.

If a magnet or choice elementary school’s October FTE count drops below 17, on an 18 to 1 ratio for kindergarten through third or 21 on a 22 to 1 ratio for fourth and fifth grades and it does not exceed a ratio of 17 to 1 or 21 to 1 respectively by the end of the first semester, the school will lose units. Additional increments will also result in the loss of units. New choice or magnet schools will have a one-year grace period to reach and maintain their projected enrollment. Magnet or choice schools adding a new grade level will have a one-year grace period for that grade level to reach and maintain that enrollment level.

Middle Schools

For the 2017-2018 school year middle school magnet and choice classrooms will be staffed at an average of 22 to 1. The preceding ratios account for Class Size and facilities considerations for the 2017-2018 school year. Changes to the staffing of magnet or choice schools will be determined by program staffing. Program staffing is conducted by the following representatives: the Associate Superintendent, Human Resource Services; the Associate Superintendent, Chief Academic Officer; the Director, Personnel; the supervising Regional Assistant Superintendent; the Senior Director, Office of Acceleration and Innovation or designee; and the Associate Superintendent, Chief Financial Officer or designee.

If a magnet or choice middle school's October FTE count drops below 21 on a 22 to 1 ratio and it does not exceed a ratio of 21 to 1 by the end of the first semester, the school will lose units. Additional increments will also result in the loss of units. New choice or magnet schools will have a one-year grace period to reach and maintain their projected enrollment. Magnet or choice schools adding a new grade level will have a one-year grace period for that grade level to reach and maintain that enrollment level.

Class Size

It is understood that the District will allocate a sufficient number of units to meet the requirements of the Class Size Law. Magnet and choice schools are only required to meet Florida's class size requirements by school level. This flexibility may allow for additional students to be enrolled.

The formula will be adjusted in a consistent and fair method for all schools to ensure equality. The Technical Assistance Team will assemble a representative group of stakeholders to determine the method for adjusting the formula.

Any Principal making staff decisions that effectively increase the class sizes at the particular school will be subject to a review of the staffing based on the status of Class Sizes. It is possible that personnel will need to be displaced and allocation returned to the original configuration if the decision of the Principal caused the class size to increase beyond the allocated amount.

Staffing allocations are independent of scheduling models. Scheduling models should not adversely impact Class Size considerations.

Magnet Schools

Bartow Elementary Academy (K-5)

(Science, Technology, Engineering and Math)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(20)
	Teacher, Attractor Units (Science & Technology)	(2)
	Teacher, Class Size Units	(4)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Guidance Counselor, Elem	(1)
	Library Media Specialist	(.5)
	Paraeducator - Network Mgr (11 mo)	(1)
	Paraeducator - Instructional	(2)
	Paraeducator - Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: 464

Bethune Academy (K-5)

(Science, Technology, Engineering and Math)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(19)
	Teacher, Attractor Units (Science & Math)	(2)
	Teacher, Class Size Units	(5)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Guidance Counselor, Elem	(1)
	Library Media Specialist	(.5)
	Paraeducator – Network Mgr (11-mo)	(1)
	Paraeducator – Instructional	(2)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: 464

Brigham Academy (K-5)

(Science, Technology, Engineering and Math)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(24)
	Teacher, Attractor Units (Science & Math)	(2)
	Teacher, Class Size Units	(4)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Guidance Counselor, Elem	(1)
	Library Media Specialist	(1)
	Paraeducator – Network Mgr (11-mo)	(1)
	Paraeducator – Instructional	(2)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: 528

Dundee Elementary Academy (K-4)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(28)
	Teacher, Art Teacher	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Teacher, Attractor Units (STEM)	(1)
	Guidance Counselor, Elem	(1)
	Library Media Specialist	(1)
	Paraeducator - Network Mgr (11 mo)	(1)
	Paraeducator - Instructional	(2)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

*Units will increase as enrollment increases to meet the 564 PTM

PTM for FY18: 529

Enrollment Cap: 564

Dundee Ridge Middle Academy (5-8)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
Basic Support Units:	<u>Core Units</u>	
	Teacher, Basic Academics	(24)
	Teacher, ESOL	(1)
	Teacher, Attractor Unit (Foreign Language)	(1)**
	<u>Non-Core Units</u>	
	Teacher, Electives	(8)*
	Admin Asst, Sch (Dean)	(1)
	Guidance Counselor, Middle	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10 mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator - Clinic LPN	(1)
	Paraeducator – ESOL	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)
	Secretary, 10-month, School	(2)

*Units will increase as enrollment increases to meet the 880 PTM

**Not subject to Class Size Law.

PTM for FY18: 795

Enrollment Cap: 880

Jewett School of the Arts (K-8)

Administrative:	Principal	(1)
	Assistant Principal 12-month	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(33)
	Teacher, Class Size Units	(2)
	Teacher, Choice Units	(8)
	(3 Music, 1 Art, 2 Dance, & 2 Theater/Drama)	
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(2)
	Guidance Counselor, Elem & Middle	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10 mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator - Instructional	(2)
	Paraeducator - Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.).	(1)
	Secretary, 10-month, School	(2)

Instructional Paraeducators are for Elementary and must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: Elementary 464 & Middle 264 for a total PTM of 728

Jewett Middle Academy (6-8)

(Middle Years Programme)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
Basic Support Units:	<u>Core Units</u>	
	Teacher, Basic Academics	(18)*
	Teacher, Foreign Language	(1)**
	<u>Class Size Core Units</u>	
	Teacher, Academics	(5)
	<u>Non-Core Units</u>	
	Teacher, Art	(1)
	Teacher, Music (Band)	(1)
	Teacher, Physical Education	(2)
	Teacher, Technology	(2)
	Teacher, Drama	(1)
	Admin Asst, Sch (Dean)	(1)
	Guidance Counselor, Middle	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10-mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)
	Secretary, 10-month, School	(2)

** Not Subject to Class Size Law.

PTM for FY18: 620

Lawton Chiles Middle Academy (6-8)

(Middle Years Programme)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
Basic Support Units:	<u>Core Units</u>	
	Teacher, Academics	(14)
	Teacher, Foreign Language	(4.2)**
	<u>Class Size Core Units</u>	
	Teacher, Academics	(7)
	<u>Non-Core Units</u>	
	Teacher, Attractor Units (Integrated Labs)	(2)
	Teacher, Art	(1)
	Teacher, Music	(2)
	Teacher, Physical Education	(2)
	Teacher, Technology	(1)
	Teacher, Basic Non-Core (Technology & ITV)	(2)
	Admin Asst, Sch (Dean)	(1)
	Guidance Counselor, Middle	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10-mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator – Clinic LPN	(1)
	Paraeducator – Computer Lab	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)
	Secretary, 11-month, School	(1)

Units include 0.2 for one period of Latin (0.8 is at Lakeland High School).

**Not subject to Class Size Law.

PTM for FY18: 660

Lincoln Academy (K-5)

(Science, Technology, Engineering and Math)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(25)
	Teacher, Attractor Units (Science, Language Arts, & Technology)	(3)
	Teacher, Class Size Units	(5)
	Teacher, Math Resource	(1)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Guidance Counselor, Elem	(1)
	Paraeducator – Network Mgr (11-mo)	(1)
	Paraeducator – Instructional	(2)
	Paraeducator – Clinic LPN	(1)
	Paraeducator – Media II	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: 567

Rochelle School of the Arts (K-8)

(Visual and Performing Arts)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(37)
	Teacher, Attractor Units (2 Visual Arts, 2 Dance, 4 Music, & 2 Drama/Theater)	(10.166)*
	Teacher, Class Size Units	(1)
	Teacher, Reading	(1)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(2)
	Guidance Counselors	(2)
	Teacher, Network Mgr (10-mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator - Instructional	(2)
	Paraeducator - Clinic LPN	(1)
	Paraeducator – Media II	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)
	Secretary, 10-month, School	(2)

Instructional Paraeducators are for Elementary and must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

*One Music Teacher is an 11-month employee who teaches the entire day; subject to change.

PTM for FY18: Elementary 496 & Middle 330 for a total PTM of 826

Union Academy (6-8)
(Middle Years Programme)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
Basic Support Units:	<u>Core Units</u>	
	Teacher, Academics	(12)
	<u>Class Size Core Units</u>	
	Teacher, Academics	(5)
	<u>Non-Core Units</u>	
	Teacher, Attractor Units (Foreign Language, Robotics, & Technology)	(3)
	Teacher, Foreign Language	(1)
	Teacher, Art	(1)
	Teacher, Music	(2)
	Teacher, Physical Education	(1)
	Teacher, Basic Non-Core	(2)
	Guidance Counselor, Middle	(1)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10-mo)	(1)
	Teacher, Testing Coordinator (1)	(1)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	*Secretary, 11-month, School	(2)

*Opted to maintain 11-month Secretary
PTM for FY18: 396

Winston Academy of Engineering (K-4)

(STEM with focus on Engineering)

Administration:	Principal	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(23)
	Teacher, Attractor Units STEM	(1)
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(1)
	Guidance Counselor, Elem	(1)
	Library Media Specialist	(1)
	Paraeducator - Network Mgr (11-mo)	(1)
	Paraeducator - Instructional	(2)
	Paraeducator - Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)

Instructional Paraeducators must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

*Units will increase as enrollment increases to meet the 535 PTM

PTM for FY18: 504

Enrollment Cap: 535

Choice Schools

Daniel Jenkins Middle Academy (6-8)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
Basic Support Units:	<u>Core Units</u>	
	Teacher, Academics	(17)
	Teacher, Foreign Language	(1)**
	<u>Class Size Core Units</u>	
	Teacher, Academics	(5)
	<u>Non-Core Units</u>	
	Teacher, Art	(1)
	Teacher, Music	(1)
	Teacher, Physical Education	(2)
	Teacher, Research (Environmental Science)	(2)
Teacher, Technology (Robotics)	(1)	
Admin Asst, Sch (Dean)	(1)	
Guidance Counselor, Middle	(1)	
Library Media Specialist	(1)	
Teacher, Testing Coordinator	(1)	
Paraeducator – Network Mgr (12-mo)	(1)	
Paraeducator – Clinic LPN	(1)	
Secretary, 12-month, Principal	(1)	
Secretary, 12-month, Terminal Operator	(2)	
Secretary, 11-month, School	(1)	

**Not subject to Class Size Law.

PTM for FY17: 510

Davenport School of the Arts (K-8)

Administration:	Principal	(1)
	Assistant Principal 12-month	(1)
	Assistant Principal 11-month	(1)
Basic Support Units:	Teacher, Basic Units	(40)
	Teacher, Choice Units (3 Music and 2 Arts, 3 Dance, 2 Theater/Drama & 1 TV Production)	(11)
	Teacher, Class Size Units	(8)
	Teacher, Art	(2)
	Teacher, Music	(1)
	Teacher, Physical Education	(3)
	Guidance Counselor, Elem & Middle	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10 mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator - Instructional Paraeducator	(3)
	Paraeducator - Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 11-month, T.O.	(2)
	Secretary, 10-month, School (Bkkpr)	(1)

Instructional Paraeducators are for Elementary and must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

Note: Davenport School of the Arts, for an annually determined dedicated number of seats, will pilot an audition based component for middle school. The pilot will have 23 seats for sixth grade FY 14. Staffing allocations will be reviewed annually for capacity, class size compliance and diversity.

PTM for FY18: Elementary 631 & Middle 476 for a total PTM of 1107

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Blake Academy (K-8)

(Technology)

Blake Academy's philosophy and structure is based on a family atmosphere and looping in which the teachers move to the next grade with students. A student entering 6th grade has the same teachers through 8th grade, thus eliminating the instructional loss of time getting to know the new students each year. KG & 1st loop, 2nd & 3rd loop, and 4th & 5th loop.

Administration:	Principal	(1)
	Assistant Principal, Elem 11-month	(1)
	Assistant Principal, Middle 12-month	(1)
Basic Support Units:	Teacher, Basic Units	(32)
	Teacher, Class Size Units	(4)
	Teacher, Choice Units	(3)
	(Technology)	
	Teacher, Art	(1)
	Teacher, Music	(2)
	Teacher, Physical Education	(2)
	Teacher, Foreign Language	(1)
	Teacher, Journalism	(1)
	Reading Specialist	(1)
	Guidance Counselor, Elem	(1)
	Guidance Counselor, Middle	(1)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10 mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator – Instructional	(2)
	Paraeducator – Clinic LPN	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, School (T.O.)	(1)
	Secretary, 10-month, School	(2)

Instructional Paraeducators are for Elementary and must work in a direct instructional capacity only and include these job titles:

- Basic
- Computer Lab Manager
- Physical Education

PTM for FY18: Elementary 418 & Middle 291 for a total of 709

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Polk County Schools

Middle School Staffing



Middle School Staffing

Middle School Definitions

Staffing allocations are independent of scheduling models. Scheduling models should not adversely impact the Class Size Law.

Middle Schools will be staffed with Core classes and Non- Core classes. Core classes are classes that have an enrollment determined to have an average of 22 or below according to the Class Size Law that have core subject course codes attached. These include classes within the subjects of Language Arts, Reading, Mathematics, Science, Social Studies, and ESOL. Non-Core classes are all other classes that do not have course codes determined to be a part of the Class Size Law.

Administration	Principal	(1)
	Assistant Principal 12-mo	(1)
	Assistant Principal 11-mo	(1)

Up to 2 Dean Units may be converted to (1) APII 11-mo and (1) APII 10-mo
Conversion from Dean Unit to APII Unit may not eliminate Dean Units.

Basic Support Units	Admin Asst, Sch (Dean)	(1)
	Guidance Counselor	(1)
	Library Media Specialist	(1)
	Paraeducator – Instructional	(1)
	Secretary, 12-month Principal	(1)
	Secretary, 12-month School (T.O)	(1)
	Secretary, 10-month School	(2)
	Teacher, Network Mgr (10 mo)	(1)
	Teacher, Testing Coordinator	(1)
	Paraeducator - Clinic LPN	(1)

Additional units earned at increased enrollments based on 15th day count:

Guidance Counselor at 601	(1)
Guidance Counselor at 1,200	(1)
Secretary 10-month at 1,100	(1)
Assistant Principal II 11-mo at 700	(1)
Assistant Principal II 10-mo at 1,100	(1)

No Paraeducator may be used in a clerical capacity.

Instructional Allocation:

Traditional Middle School

Traditional Middle Schools have a 7 period day. Instructors have 6 instructional periods and a planning period. Instructors teaching 7 of 7 periods are compensated per the Collective Bargaining Agreement. The Core and Non-Core unit allocations are determined by Program Staffing and Class Size Law.

This allocation does not include ESE Teachers, ESE Paraeducators, School Resource Officer, or any support personnel specifically listed as support staff. This allocation is separate from any Title I position. Title I positions are strictly supplemental or above and beyond the allocated staff.

The Testing Coordinator is not eligible for all-day instructional assignment. Core or Non-Core Basic units may not be used for non-teaching positions.

Conversions

A School may appeal to convert any support unit to another type of support unit or a Teacher unit. Flexibility has been granted to traditional secondary schools to interchange Core and Non-Core Units. Class Size Law will be observed and adhered to. Conversions are only for one (1) school year and must be appealed for again if needed for the following school year.

Appeal Guidelines

In order to protect the basic academic programs and keep a reasonable balance in class sizes, the following appeal guidelines have been set up to help middle school administrators determine Teacher assignments and class schedules.

- A. The appropriate supervisory personnel will review the master schedule each spring and fall to ensure that academic units are appropriate, that proper class sizes are maintained, and that there is reasonable balance in the schedule.
- B. The Technical Assistance Team may be used to review the middle school master schedule. Any recommendations for a change in allocation are based on the findings of the Technical Assistance Team in cooperation with the local administration.
- C. Middle Schools will have their unit allocations review on the fifteenth day. Additional reviews may occur during the school year as needed. Schools may initiate the appeal process when actual student enrollment significantly exceeds PTM and has been maintained for 10 school days.
- D. Additional allocation for support staff will be based on the support staff formula specified on the previous page. Any additional allocation must be a recommendation of the Technical Assistance Team.

If a unit is approved as a result of an appeal, it must be noted that the appealed unit goes away at the end of the school year unless the unit is officially added to the budget through the next Staffing Plan.

Fifteenth Day Review

The enrollment and unit allocation of secondary schools will be reviewed on the fifteenth (15th) day of school by the Senior Manager of Staffing, the Regional Assistant Superintendent and the Technical Assistance Team. Unit adjustments will be made at this time to the appropriate staffing levels. Additional reviews may occur during the school year as needed.

Class Size

It is understood that the District will allocate a sufficient number of units to meet the requirements of the modified Class Size Law which allows a school or program that is a public school of choice under s. 1002.31 to meet class size at the school level. All of Polk District's traditional secondary schools are choice under this Section.

Any Principal making staff decisions that effectively increase the class sizes at the particular school will be subject to a review of the staffing based on the status of the class sizes. It is possible that personnel will need to be displaced and allocation returned to the original configuration if the decision of the Principal caused the class size to increase beyond the allocated amount.

Special Configuration

McLaughlin Fine Arts Academy receives 6 Fine Arts Teachers in addition to the other non-core unit allocation.

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Polk County Schools

High School Staffing



Senior High School Staffing

Senior High School

Core classes are classes that have core subject course codes attached as determined by FLDOE and an enrollment determined to have 25 or below according to the Class Size Law. These include classes within the subjects of Language Arts, Mathematics, Science, Social Studies, and ESOL. Non-Core classes are all other classes that do not have course codes determined to be a part of the Class Size Law and are staffed using 30 per class.

Flexibility has been granted to traditional secondary schools to interchange Core and Non- Core Units. Class Size Law will be observed and adhered to.

This allocation does not include ESE Teachers, ESE Paraeducators, School Resource Officer, or any support personnel specifically listed as staff support. This allocation is separate from any Title I positions. Title I positions are strictly supplemental or above and beyond the allocated staff.

The Testing Coordinator is not eligible for all-day instructional assignment. Core or Non-Core Basic units may not be used for non-teaching positions.

- a. JROTC instructors will be allocated as follows:

100-150 students:	2 instructors
151-250 students:	3 instructors
251-350 students:	4 instructors
351-450 students:	5 instructors
451-550 students:	6 instructors

This will be done in consultation with the military.

Only one of the JROTC positions may be a 12-month position which will be designated by the hiring administrator as the senior instructor. It is not required that the person in this position hold the highest military rank. The remaining position(s) will be 10-month position(s).

JROTC Summer Camp

Ten-month JROTC Instructors are eligible for five days of extended contract to cover JROTC Summer Camp. Individual requests will be subject to the approval of the Regional Assistant Superintendent for High Schools.

- b. Advanced Placement programs may be supported in major subject areas so that equity is assured in smaller schools and programs.

- c. Schools that are participating in shared time enrollment with Ridge and/or Traviss Career Centers will not receive additional allocations for courses in which Traviss or Ridge are providing teachers. This needs to be taken into consideration at all times.
- d. When schools share students, the school where the instruction occurs will receive an adjustment to its Teacher allocation based on the number of periods the students receive instruction. Enrollment should be shown only at the school where the student is actually enrolled. FTE will be earned by the school providing the teachers.
- e. Core classes are program staffed using 1:25 and Non-Core classes are program staffed using 1:30.

Conversions

A School may appeal to convert any support unit to another type of support unit or a Teacher unit. Flexibility has been granted to traditional secondary schools to interchange Core and Non-Core Units. Class Size Law will be observed and adhered to.

Special Configurations

A small school addition of 4 units is given to Mulberry Senior. Additional units are granted for Frostproof Middle/Senior (13 units) and Fort Meade Middle/Senior (12 units) because of their middle/senior configuration. Bartow Senior, Lakeland Senior and Haines City Senior are granted additional staffing based on enrollment/staffing formula to serve the additional classes they teach to the students of Bartow IB, Harrison, and Haines City IB. These allocations bring those schools into compliance with the student/teacher ratio of other schools. Both Fort Meade Middle/Senior and Frostproof Middle/Senior will earn one extra Guidance Counselor, for Middle School.

Polk Virtual School

To allow for recruitment, registration, scheduling of students, hiring and evaluation of teachers in the Polk Virtual School and the possible addition of a Dropout Prevention Online School, Polk Virtual School will be staffed as follows:

Director, Polk Virtual School	(1)
Secretary, Principal 12-month	(1)
Guidance Counselor (11 mo)	(1)

Part-time instructional employees without benefits to serve 70 or less students each in order to meet the increasing demands of the home school population and shared students. These would be annual positions paid in accordance with the Polk

Virtual School formula as specified in the Teacher Collective Bargaining Agreement. Employment would require a minimum of 2 years' experience with Polk Virtual School as a Part-time or full-time employee.

PVS Cost for part-time instruction: 70 (Number of students) X 1.4 (monthly planning matrix) X \$21 (adult school doctorate rate) = \$2,058 X 11 months = \$22,638. Full-time instructors are paid as full-time teachers.

School Laboratories

Because safety is the responsibility of many people, School Board, administration, teachers and parents, it is of high importance to provide an environment that has special equipment, adequately maintained power equipment, safe facilities, and a reasonable number of students, per period, who occupy the laboratory. Efforts should be made to limit the number of students assigned to a laboratory to the number of stations in the laboratory. If there is concern about this, the Technical Assistance Team will be consulted along with the Principal, Assistant Superintendent, Multiple Pathways Education, and the Regional Assistant Superintendent.

Senior High Staffing

Administration	Principal	(1)
	Assistant Principal 12-month	(1)
	Assistant Principal 11-month	(1)

Up to 2 Dean Units may be converted: (1) APII 11-mo and (1) APII 10-mo
Conversion from Dean Unit to APII unit will not eliminate Dean Units.

Basic Support Units	Admin Asst, Sch (Dean)	(2)
	Guidance Counselor	(2)
	Library Media Specialist	(1)
	Teacher, Network Mgr (10-mo)	(1)
	Teacher, Testing Coordinator	(1)
	Discretionary Unit	(1)
	Secretary, 12-month, Principal	(1)
	Secretary, 12-month, Terminal Operator	(1)
	Secretary, 11-month, Finance	(1)
	Secretary, 10-month, School	(1)
	Paraeducator - Clinic LPN	(1)
Virtual Education Facilitator	(1)	

Additional School Staff

Schools will receive additional support units based on 15th day enrollment count according to the following plan.

15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15th Day PTM	15 th Day PTM
900	1000	1300	1400	1500	1700	1800	1900	2200	2300	2600
2nd 10- mo Sec		3rd 10-mo Sec		4th 10-mo Sec	5th 10-mo Sec					6th 10-mo Sec
	3rd Guid Couns		4th Guid Couns			5th Guid Couns		6th Guid Couns		7th Guid Couns
		3rd Dean					4th Dean		5th Dean	6th Dean

Guidance Counselors	
Student Enrollment	# of Units
0 – 999	2
1000 – 1399	3
1400 – 1799	4
1800 – 2199	5
2200 – 2599	6
2600 – 2999	7

Additional Deans	
Student Enrollment	# of Units
1300	3rd
1900	4th
2300	5th
2600	6th

Additional 10-mo Secretaries	
Student Enrollment	# of Units
900	2nd
1300	3rd
1500	4th
1700	5th
2600	6th

Cooperative Education

On-the-Job (OJT) Training

According to the state's Program Courses Standards that for every twenty students (or portion thereof) enrolled in the program, the Teacher-coordinator be given a minimum of one hour of OJT Coordination release time per day so that he/she can visit students on the job to manage the cooperative method of instruction effectively. Recommendation for instructor release periods for students enrolled in cooperative education courses in the following occupational areas:

- Agriscience and Natural Resources Education
- Business Technology Education
- Diversified Education
- Family and Consumer Sciences Education
- Health Science Education
- Industrial Education
- Marketing Education
- Public Service Education
- Technology Education

INSTRUCTOR Release Periods	ENROLLMENT	
	Minimum	Maximum
1	10	20
2	20	40

Any release period after two, will be negotiated by the Teacher and Principal, in concert with the Assistant Superintendent, Multiple Pathways Education, according to the number of student enrolled in OJT courses.

Specialized Programs

The level of administrative leadership required at Specialized Programs including Bartow IB, Haines City IB, Summerlin Academy, Harrison School for the Arts, and Central Florida Aerospace Academy will be determined by the Superintendent and Cabinet.

Harrison School for the Arts

Will be staffed as follows:

Teacher, Non-Core Units	(16.632)
Principal	(1)
Assistant Principal II 11-month	(1)
Guidance Counselor	(2)
Secretary, 12-month, Principal	(1)
Secretary, 11-month, School	(1)
Secretary, 10-month, School	(1)
Paraeducator – Network Mgr (11 mo)	(1)
Staff members and/or Consultative Services agreement for technical work for performances after school	(.368)

PTM for SY18: 600

Haines City Senior High School International Baccalaureate Program

Teacher, Basic Units	(18)
Assistant Principal, 12-month	(1)
Guidance Counselor	(1)
Secretary, 12-month, School	(1)
Secretary, 11-month, School	(1)

PTM for SY18: 237

Bartow Senior High School International Baccalaureate Program

Will be staffed as follows:

Teacher, Basic Units	(18.868)
Principal	(1)
Assistant Principal 11-month	(.5)*
Resource Specialist/Guidance Counselor (11 months and supplement)	(1)
Secretary, 12-month, Principal	(1)
Secretary, 11-month, School	(1)

PTM for SY18: 266

* Bartow High School and International Baccalaureate School are each allocated an additional .5 APA, which they will combine as an Assistant Principal serving both schools. (School Board approved 4/24/01)

The Technical Assistance Team determines additional staffing needs. Bartow High School & Haines City High School are allocated additional staff to serve these students in the elective subjects.

Summerlin Academy at Bartow High School

(Military Academy School within a school at Bartow Senior High)

Administration	Principal, 12-month	(1)
	Admin Asst, Sch (Dean)	(1)
	Secretary, Principal, 12-months	(1)
	Paraeducator - Media II	(1)

Core, Non-Core and support units will be earned by program staffing through a combined PTM of Bartow Senior High and Summerlin Academy.

PTM for SY18: 509

Kathleen Aero-Space Academy

Administration	Assistant Principal, 12-month	(1)
	Secretary, 11-month, School	(1)

PTM for SY18: 345

Adherence to staffing and appeal criteria is based upon adequate funding.

Appeal Guidelines

In order to protect the basic academic program and maintain a balance in class sizes, the appeal procedures serve as a guide for senior high administrators in determining Teacher assignments and class schedules. Southern Association of Colleges and Schools (SACS) staffing guidelines must be maintained by the Principal at all times in class loads and support staff:

- A. Consistent with SACS accreditation standards, the following practices should be observed:
 - 1. The school's overall student/professional staff ratio shall not be greater than 21:1. All part-time or special teachers shall be computed as a fractional part of full-time equivalency. (See standard 4.9.4.)
 - 2. The maximum student period per week per classroom Teacher will be 875 (Teacher load of 175 students in 5 classes), based on projected enrollment for the second semester, except for classroom teachers of typing, physical education, and musical performing groups (see standard 4.9.5).
 - 3. The Associate Superintendent, Human Resource Services must approve exceptions, other than those listed above. In approving additional exceptions, overloads of 5% or more of the teaching staff are considered major

deficiencies.

- B. The Technical Assistance Team will monitor each senior high school's master schedule in the spring and fall with respect to the SACS accreditation standards.
 - 1. Regional Assistant Superintendent reviews the master schedule in the spring to ensure that academic units have been correctly applied and in the fall to ensure proper class sizes and reasonable balance.
 - 2. Regional Assistant Superintendent may use the Technical Assistance Team and or the Senior Manager, Staffing to review the senior high school's master schedule.
- C. When the fifteenth day enrollment of the school is greater or less than the PTM, the unit allocation of the school will be automatically adjusted by the review committee and the Principal. Additional reviews may occur during the school year as needed.
- D. If a unit is approved as a result of an appeal, it must be noted that the appealed unit terminates at the end of the school year unless the unit is officially added through the next Staffing Plan.

Fifteenth Day Review

The enrollment and unit allocation of secondary schools will be reviewed on the fifteenth (15th) day of school by the Senior Manager of Staffing, the Regional Assistant Superintendent and the Technical Assistance Team. Unit adjustments will be made at this time to the appropriate staffing levels. Additional reviews may occur during the school year as needed.

Class Size

It is understood that the District will allocate a sufficient number of units to meet the requirements of the modified Class Size Law which allows a school or program that is a public school of choice under s. 1002.31 to meet class size at the school level. All of Polk District's traditional secondary schools are choice under this Section.

Any Principal making staff decisions that effectively increase the class sizes at the particular school will be subject to a review of the staffing based on the status of the class sizes. It is possible that personnel will need to be displaced and allocation returned to the original configuration if the decision of the Principal caused the class size to increase beyond the allocated amount.

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Polk County Schools

Learning Support Staffing



Learning Support Staffing

ESE Philosophy

Exceptional Student Education (ESE) supports federal and state legislation emphasizing practices for students with disabilities and gifted learners to receive access to the general curriculum in the least restrictive environment.

Staffing Specialists

Allocations are based on one Staffing Specialist for every 5000 students based upon available funding.

ESE Unit Guidelines

Prior to making any staffing appeal schools will request a review of the school's units by the Senior Manager, ESE Area. For classrooms only slightly over capacity a Paraeducator unit will be the first consideration. For classrooms significantly over capacity an additional Teacher may be considered. Self-contained Paraeducators should be used for classroom student contact as per the allocation, not other duty assignments. Schools will hire substitute Paraeducators when existing staff is absent or when positions are open. Classroom appeals for assistance should not be initiated until Paraeducator usage in the designated classroom has been maximized and verified.

Exceptional students in grades 10-12 often are involved in Career Education training programs offered off campus, such as Career Experiences Program or Career Placement Program. In appeals, these students are excluded from the secondary ESE teachers' class lists for time they are on the job site. ESE instructional units allocated to schools **may not** be converted to office or non-student contact positions.

ESE Units

PreK: 8-12 students

Elementary: Level 111, 112, 113 Inclusion/Support
Facilitation/Co-teach:

- K-3 = 10-12 students
- 4-5 = 13-15 students

Resource/Self-contained:

- Grades K-5 = 8-10 students
- Level 254: Grades K-5 = 7-9 students
- Level 255: Grades K-5 = 3:1 ratio student to adult

Middle/High: Level 111,112,113 Inclusion/Support
Facilitation/Co-teach:
• Grades 6-12 = 20-25 students
Resource/Self-contained:
• Middle = 12-14 students
• High = 14-18 students
Level 254: Grades 6-12 = 10-13 students
Level 255: Grades 6-12 = 3:1 ratio student to adult

All considerations for additional units will be based upon full-time FTE.

Related Services

The District allocates related services; e.g. Physical Therapy, Occupational Therapy, Speech Therapy, Language Therapy, and Adaptive P. E. that are shared among schools. The Senior Manager, ESE Area will coordinate services.

Career Experiences

At the high school level, paraeducators are used as vocational trainers at the job training sites in the community. As additional Paraeducators (vocational trainers) are needed, the Unit Appeal Form should be completed, including a list of students at each site in the area as well as those on the waiting list.

Broad guidelines are:

Exceptionality VE

Number of Students (8)

One (1) ESE Paraeducator (vocational trainer)
(4 hours on the job site and the remaining time is spent on school sites).

Extra Adult Assistance

Paraeducator

In those rare cases when an additional Paraeducator is needed, the school should forward documentation to the Senior Manager, ESE Area. This documentation substantiates the need for consideration of such personnel. The information must include:

1. Documentation of consistent and persistent behavior over time as described in the FBA and implementation of the BIP; and/or
2. Medical documentation where the child has a health need.

The ESE Area Office must be involved when considering a Student Specific Paraeducator for extra adult assistance.

**Assistance for Schools
With Exceptional Students**

One LEA Facilitator unit will be assigned on an annual basis to the 13 elementary schools with the largest number of ESE units and to each of the regular middle and middle/senior schools. The units are to be used to facilitate ESE processes at the school and not as a discretionary unit. The LEA Facilitator may have “caseload” students assigned but may not-function as a Dean of Discipline or Guidance Counselor. LEA Facilitators are required to attend regularly scheduled training meetings with District Office staff. LEA Facilitators must be currently certified in ESE and agree to participate and implement state and district initiatives and required trainings.

Learning Centers Units for the Learning Centers are calculated on the basis of the total school population, rather than by individual classes.

Karen S. Siegel Learning Center Elementary Principal (1)
 Secretary, 12-month, Principal (1)
 Secretary, 12-month, School T.O. (1)
 Elementary Assistant Principal (1)
 Guidance Counselor/Resource Teacher (1)
 Paraeducator – Network Mgr (11-mo) (1)

Jean O’Dell Learning Center Elementary Principal (1)
 Elementary Assistant Principal II 40 11-mo (1)
 Secretary, 12-Month, Principal (1)
 Secretary, 12-month, School T.O. (1)
 Guidance Counselor/Resource Teacher (1)
 Paraeducator – Network Mgr (11 mo) (1)

Doris A. Sanders Learning Center Elementary Principal (1)
 Elementary Assistant Principal II 11-mo (1)
 Secretary, 12-Month, Principal (1)
 Secretary, 12-month, School T.O. (1)
 Guidance Counselor/Resource Teacher (1)
 Paraeducator - Network Mgr (11 mo) (1)

Roosevelt Academy Middle Principal (1)
 Middle Assistant Principal (1)
 Secretary, 12-Month, Principal (1)
 Secretary, 12-month, School T.O. (1)
 Guidance Counselor (1)
 Teacher, Network Mgr (10 mo) (1)

Interpreters

To maximize use of interpreters for the Hearing- Impaired Program, students taking the same classes should be scheduled together in the same period. Interpreters are program staffed. All appeals should be accompanied by the schedules of the school's existing interpreters and their assigned students.

Student Services Staffing**School Psychologists**

Allocations are based on one School Psychologist for every 2,600 students based upon available funding.

Social Workers

Allocations are based on one Social Worker for every 5,000 students based upon available funding.

Social Workers, Bullying Prevention

Allocations are 4 positions, one assigned to each area.

Parentally Placed Private School Student Services

As required by IDEA, the district must meet with representatives from the private schools annual to determine services/positions. These positions may include Staffing Specialist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, and/or School Psychologist.

Polk County Schools

**Preschool Programs
Staffing**



**Polk County Schools Preschool Programs: Head Start
School Readiness /Voluntary PreKindergarten
Title I PreK
Florida First Start**

Preschool Programs Philosophy

All families regardless of family dynamics want their children to develop and learn. Polk County Schools will provide an environment that supports the socio-emotional, cognitive, language, and physical development of the young child. The environment will be developmentally appropriate with sensitive awareness of the unique needs of individuals, familial and cultural differences and federal, state and local health and educational expectations. Programs will use a delivery model that most appropriately meets the child's and family's needs.

The following indicates the personnel assigned to Preschool Programs. These employees serve the Head Start, School Readiness, Voluntary PreKindergarten, Title I PreK and Florida First Start Programs:

Director, Preschool Programs	1
Senior Coordinator, Preschool - Head Start	1
School Psychologist, Head Start	1
Social Worker, Head Start	1
TRST - Head Start Information Technology	1
TRST, Head Start Compliance Quality Assurance	1
TRST, Head Start Professional Development	1
TRST, Head Start Curriculum Coordinator	1
TRST, Head Start Certification Compliance	1
Child Care Services Specialist - Head Start	1
ERSEA Specialists - Head Start	3
ERSEA Specialists - Voluntary PreKindergarten	3
Senior Technician - Florida First Start	1

The following Head Start positions are allocated based on Head Start classroom counts:

- Family Service Advocate - Head Start: 2 classrooms
- Para - Outreach Facilitators - Head Start: more than 2 classrooms or assigned to geographic area as family - community services monitor
- Resource Teachers - Head Start
Based on support for up to six classrooms and one district wide as community center manager.
- Teacher - Head Start: School Readiness Act of 2007
As mandated a change of the staffing credentialing requirements: no later than September 2013 at least 50% of the nation's Head Start teachers will have baccalaureate degrees. Anticipated staffing for SY2= 2016-17 will be 27-33 teachers depending on available funding.
- Child Development Associate Teachers (CDAT) - Head Start 1
CDAT per nine children with a class size of 18 to partner with another CDAT or credentialed teacher. (TPR 2:18)

The following School Readiness and Voluntary PreKindergarten positions are allocated based on grant funding and contractual agreements:

- Resource Teachers - PreK School Readiness/VPK
Based on the grant funding for Quality Initiatives through the ELC-Polk.
Anticipated staffing will be 5 for SY2016-17
- Child Development Associate Teachers (CDAT) - PreK School Readiness/VPK
Based on parent request for prekindergarten services with 1 CDAT for up to 10 children.

The following Florida First Start positions are allocated based on grant funding through ELC – Polk Quality Initiative Agreement:

- Child Development Associate Teacher (CDAT) - Florida First Start – 3 for SY2016-17.
- Senior Technician – Florida First Start – 1 for SY2016-17.

Head Start Program

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

Pre-K School Readiness (Pre-K SR)

The intent of the School Readiness Act (Florida Statute 411.01) is to increase children's chances of achieving future educational success by preparing children to enter kindergarten ready to learn. Student eligibility is based on economic need, working parents earning 130% or more of the Federal Poverty Level. Parents are required to participate via sliding fee co-payments. Grant funded via a contract with the Early Learning Coalition of Polk.

Voluntary Prekindergarten (VPK)

The intent of the VPK portion of the Class Size Law is to ensure that all children are intellectually, emotionally, physically and socially ready to enter school and reading to learn, fully recognizing the crucial role of parents as their child's first teacher. All of Florida's 4-year-old children are eligible to receive 540 instructional hours during the school year or 300 hours during the summer free of charge to the parent.

Florida First Start

The Florida First Start program is a home-school partnership designed to give children at risk of future school failure the best possible start in life. We support parents in their role as their children's first teacher. Our emphasis is to help families enhance their children's intellectual, physical, language, and social development by involving parents in their children's education during the critical first three years of life. Through early parent education and support services, the program lays the foundation for later learning and future school success by fostering effective parent – school relationships.

Title I PreK

The use of Title I, Part A funds for eligible preschool children is as follows: A participating school may use its Title I, Part A funds to operate a preschool program. Or an LEA may reserve an amount from its total allocation to operate a Title I, Part A preschool program for eligible children in the district as a whole or for a portion of the district. All children in the attendance area of a school-wide program school are eligible for preschool services.

Special note:

All Polk County Schools Preschool Program classrooms support inclusive practices for ESE students within the regular education classroom environment.

Polk County Schools

Multiple Pathways Education Staffing

Health Sciences



Business Management



Welding

Career, Technical, Adult & Multiple Pathways Education

Postsecondary Education

Technical Colleges

The centers listed below must have cost effective programs.

- Ridge Technical College
- Traviss Technical College

Adult and Community Education

Adult Education Full-Time Staff

West Area Adult School

Assistant Principal 12-month	(1)
Teacher, Resource Specialist 11-month	(1)
Teacher, Resource Specialist 10-month	(1)
Guidance Counselor 11-month	(1)
Student Intake Specialist (Grant Funded)	(2)
Secretary, Principal 12-month	(1)
Secretary, School 12-month	(2)
Secretary, School 11-month	(2)
Teacher, Full-Time	(11)

East Area Adult School

Assistant Principal 12-month	(1)
Teacher, Resource Specialist 11-month	(2)
Guidance Counselor 11-month	(1)
Student Intake Specialist (Grant Funded)	(2)
Community Literacy Liaison	(1)
Secretary, Principal 12-month	(1)
Secretary, School 12-month	(1)
Secretary, School 11-month	(3)
Secretary, School 10-month	(1)
Full-time teachers	(12)
(ABE, ASE, ESOL, GED, and ESE determined by need)	
Paraeducator - Instructional	(2)

Guidance Counselors are employed during the summer months starting in June at the end of contract year and contracted for no more than six (6) weeks or 30 days using the part-time formula.

Adult Education Part-Time Staff

CO-OP Clerical:

East Area Adult School	24 Hours per Week
West Area Adult School	26 Hours per Week

Schools that are unable to employ a qualified high school CO-OP person may use the CO-OP hours to hire a part-time 12-month secretary. The Staffing Committee must approve this choice each year. CO-OP clerical helpers may be employed for twelve months.

Additional Staff

High School GED

- 1 full-time instructor – Lakeland High School
- 1 part-time instructor – Lake Wales High School (Charter)

Security - Each school shall apply annually for a security person, if needed.

Instructional Staff

Adult Secondary--Adult Secondary Education classes should have enrolled enough students (average class size of 18) to pay for the instructor and/or Paraeducator. If the class does not have enough students to pay for the instructor, a fee should be considered to subsidize the class.

Adult Basic Teacher--A center recommends as many teachers and Paraeducators as needed to serve the students enrolled. Adult Basic Education classes should have enrolled the minimum number of the students (average 15 per class) to pay for the instructor.

Enrollment	Teaching Units/Classes	Paraeducators
15	1	0
22	1	1
28	1-2	0-1

Community Education

Each center may recommend as many teachers and Paraeducators as needed to serve the Community Services activities. The Principal is responsible for making sure the amount of activities does not exceed the budget for the fiscal year.

Adult Disabled Teachers

An adult disabled class should have enrolled enough students to pay for the instructor and Paraeducators according to current funding formula.

Enrollment	Teaching Units/Classes	Paraeducators
13	1	0
18	1	1
23	2	0

Adherence to the provisions within this Staffing Plan is contingent upon availability of funds.

Gause Academy of Leadership and Technology (6-12):

Principal	(1)
Assistant Principal	(1)
Teacher, Basic Unit	(16)
Teacher, Business Ed	(1)
Teacher, ESE*	(1)
Teacher, Network Mgr (10 mo)	(1)
Guidance Counselor	(1)
Paraeducator - Instructional	(1)
Paraeducator – Comp Lab	(2)
Paraeducator – Media II	(1)
Paraeducator – LPN	(1)
Secretary, Principal, 12-month	(1)

Gause Academy of Leadership and Technology will enroll a sufficient number of students to ensure a daily attendance at maximum capacity.

* ESE allocations are subject to review and adjustment based on existing ESE criteria

PTM for FY18: 245

R.E.A.L Academy (Elementary & Secondary)

Principal	(1)
Assistant Principal 12-month	(1)
Assistant Principal II 10-month	(2)
Teacher, Basic Unit Elementary	(9)
Teacher, Basic Unit Secondary	(12)
Teacher, Basic Non-Core Units	(4)
Teacher, ESE	(1)
Guidance Counselor, Elementary	(1)
Guidance Counselor, Secondary	(1)
School Psychologist	(1)
Teacher, Network Mgr (10 mo)	(1)
Teacher, Testing Coordinator	(1)
Secretary, Principal, 12-month	(1)
Secretary, School, 11-month	(1)

REAL Academy operates in three locations which are to be determined.

PTM for FY18: 314

Davenport Community Campus / Fresh Start (Secondary)

Teacher, Basic Unit Secondary	(10)
Teacher, Basic Non-Core Units	(4)
Guidance Counselor, Secondary	(1)
Secretary, School, 12-month	(1)
Secretary, School, 11-month	(1)

PTM for FY18: 290

DJJ Education Programs

The following indicates the personnel assigned to DJJ Educational Programs. These employees are housed at the Bartow Youth Academy, Florida Sheriff's Youth Villa, New Horizons, Polk County Sheriff's Central Center, Polk County Sheriff's Regional Detention Center, Polk Half-Way House and not included are Highlands Youth Academy and PACE Center for Girls, which receive instruction via contractual arrangements with provider agencies.

Blue Sheet Allocations:

Assistant Principal 12-month	(2)
Teacher, Alt Ed*	(12)
Teacher, ESE**	(1)
Transition Specialists	(5)
Paraeducator - Adjudicated Youth Assistants	(7)
Guidance Counselor	(1)
Secretary, 12-month, Terminal Operator	(1)

District Organizational Chart:

Technician, DJJ Education Services	(1)
Clerk Specialist	(1)
Teacher Resource Specialist	(1)

*Units are staffed using guidelines for allocations. Teachers are allocated but not capped at 1:15, as circumstances require and permit. Due to extreme fluctuations in student populations within DJJ programs, it may be necessary to appeal for instructional units during the academic year to meet the requirements of unpredicted growth. It may also be necessary to shift instructional personnel between sites as student population shifts.

** ESE allocations are subject to review and adjustment based on existing ESE criteria.

Polk County Schools

Alternative Education Programs



Alternative Education Programs

Bill Duncan Opportunity Center

Principal M/J	1
Assistant Principal	1
Secretary, School 12-month	1
Secretary, School 11-month	1
*Discretionary Unit	2
Guidance Counselor	1
Social Worker	1
Mental Health Counselor	1
Teacher, Basic Units	12
Teacher, ESE	4
Paraeducator – Media II	1
Paraeducator - Network Mgr (11-mo)	1
Paraeducator – ESE	3
Paraeducator – Clinic LPN	1

Don Woods Opportunity Center

Principal M/J	1
Assistant Principal	1
Secretary, School 12-month	1
Secretary, School 11-month	1
*Discretionary Unit	2
Guidance Counselor	1
Social Worker	1
School Psychologist	1
Mental Health Counselor	1
Teacher, Basic Units	11
Teacher, ESE	4
Paraeducator – Media II	1
Paraeducator - Network Mgr (10-mo)	1
Paraeducator -ESE	4
Paraeducator – Clinic LPN	1

*Discretionary Units are allocated as (1) Discipline Dean and (1) Academic Dean at each center.

Charter Schools

Charter schools are independent public schools, which are fiscally and academically accountable to the sponsoring school system, but exempt from district and most state statutes. The schools also have control over 95% of the student funds generated through student enrollments. This freedom is intended to allow charter schools to be more innovative, demonstrate better student performance, and make local school the agent of change for the students the school serves. Charter schools provide their own staffing plan to accommodate grade levels and student population served.

Charter Class Size

The School is subject to the limitations on maximum class size set forth in Article IX, section 1 of the Florida Constitution and s. 1003.03, Florida Statutes, and will implement all appropriate measures to comply with that law, as interpreted by the Florida State Department of Education. Because the School's failure to comply with class size rules will adversely impact the Sponsor's compliance with state law and its ability to educate students as mandated by the citizens of the State of Florida, the School's failure to comply with class size rules and laws will constitute good cause for immediate termination of the Charter Contract.

Charter Annual Projected Enrollment

The projected enrollment of the School will be estimated annually by the last working day of February, by the School, in conjunction with the Sponsor, pursuant to section 1002.33(10), Florida Statutes; however, according to section 1002.33(10)(b), the charter school shall enroll eligible students who submit a timely application unless the number of application exceeds the capacity of a program, class, grade level, or building. The capacity of the school shall be determined annually by the School, in conjunction with the Sponsor, in consideration of the factors identified in section 1002.33(10), Florida Statutes.

Polk County Schools

Facilities & Operations Staffing



Facilities and Operations Staffing

Staffing Formula:

The number of positions, other than those in Maintenance Services, will be based on the needs of the District, with these positions reviewed annually and changes made only with specific Board approval.

The number of positions assigned to the Maintenance Department will be based on the total square footage of building space for which the Department is responsible. The staffing formula is based on the June 1, 2015 square footage and staffing levels. The formula is:

$$16,575,116 \text{ square feet} / 242 \text{ positions} = 68,492 \text{ square feet per employee.}$$

Please note that the recommended staffing level per the Florida Department of Education is 1 maintenance person per 45,000 square feet.

The number of positions may be adjusted annually based on 1 new position for each additional 67,812 square feet, with the number of positions rounded to nearest whole number. The allocation of any additional positions to specific service centers and trades will be made by Associate Superintendent, Operations based on need through the annual Staffing Plan revision process.

Maintenance support positions, such as shop clerks, service managers, dispatchers, etc., will be based on one support position for each 6.9 maintenance technicians, based on need.

Custodial Services Department Staffing Plan

Custodial hours are allocated to schools based on the frequency of tasks to be completed. The following standards are used when establishing staffing levels for each site throughout the District.

School-Based Hours

1. Base Allocations:

Cleaning hours are established based on each 8 hour custodian assigned 24,000 square feet of cleanable space.

Formula: $\text{Square Footage} / 24,000 \times 40 = \text{Weekly Hours}$

2. Additional Hours:

Hours are assigned for additional programs as follows:

- Portable Classroom and Restroom 2 hours per week

3. Ground Hours:

Ground hours are assigned to each school as follows:

- 10 hours per week
- 20 hours per week
- 40 hours per week

Countywide grounds hours will be increased or decreased as outlined in the agreement with ARAMARK.

4. Supervisory Hours:

Supervisory hours are assigned as based on type of School:

- | | |
|---------------------|-------------------|
| • Elementary School | 10 hours per week |
| • Middle School | 20 hours |
| • High School | 20 hours per week |

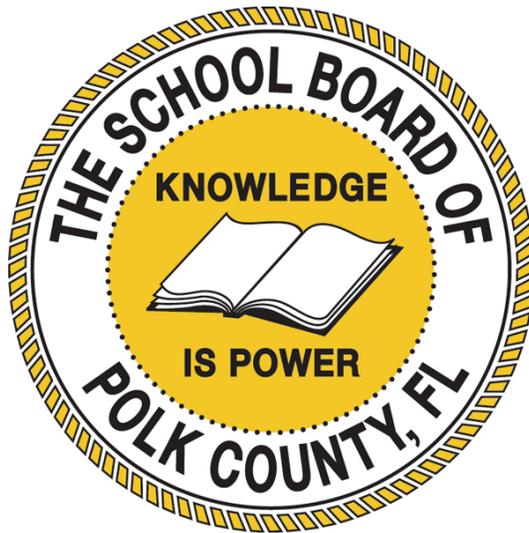
Please note that the recommended staffing level per the Florida Department of Education is 1 custodian per 19,000 square feet, plus the following modifier that is applied per location to the above generated FTE.

- 0.50 FTE added to the total FTE at each elementary school.
- 0.75 FTE added to the total FTE at each middle school.
- 1.00 FTE added to the total FTE at each high school.

Adherence to the provisions within this Staffing Plan is contingent upon availability of fund

Polk County Schools

Appendices



Appendix A

Extended Contracts

Extended contract days provided in this section are to be counted from the first day following the end of the 2016-2017 school year up through the end of the 2017-2018 school year. Note: an extended contract day is equivalent to the normal contract day. If a different work schedule is used the total number of hours permitted will be determined based on the contract day.

Career and Adult Education Services

Agriculture teachers may work up to thirty days extended contract, for service areas for which they are qualified, based on the following:

- 0 –10 days for land laboratory upkeep depending upon the size of the land lab.
- 0 – 10 days for FFA leadership activities.
- 0 –10 days for Supervised Agricultural Experiences (SAEs or home projects) supervision.

Agriculture teachers desiring an extended contract will be required to submit a plan of work prior to the extended contract deadline in May. The plan will require approval from the principal and the agriscience resource specialist based upon need and performance.

Cooperative education teachers – coordinators in all career education discipline areas may apply for up to three days extended contract if there is a minimum of 20 students for the purpose of securing and placing these students in training stations for the following school year. These training stations must enable students to accomplish program course standards. These days must have prior approval from the Assistant Superintendent of Multiple Pathways Education, Principal and the appropriate Teacher Resource Specialist/Trainer.

Department of Juvenile Justice

Schedules of Department of Juvenile Justice Facilities will require that School Board personnel be assigned extended days during the regular 2017-2018 school year. School Board personnel may also work extended summer days which, when added to their normal schedules, may equal up to 250 days. Consideration for employment for extended days will be based primarily on department certification needs and secondarily on seniority in the department. Extended days slots are only available at DJJ education programs, not at neglected sites, and are based on the number of teachers, adjudicated youth assistants, secretaries and terminal operators working at the program over the regular teacher contract year and approved by the Assistant Superintendent, Multiple Pathways Education. Slots available may decrease based

on student enrollment. **Prior approval to work extended days does not guarantee extended day employment.** All extended day assignments require the approval of the Director of Discipline and the Assistant Superintendent, Multiple Pathways Education.

Grant Programs

Extended Contracts associated with grant programs will be subject to the approval of the Deputy, Associate or Assistant Superintendent whose division oversees the grant and the Associate Superintendent, Human Resource Services and should be submitted in a timely manner on or before May 1.

JROTC Summer Camp

Ten-month JROTC Instructors are eligible for five days of extended contract to cover JROTC Summer Camp. Individual requests will be subject to the approval of the supervising Regional Assistant Superintendents.

Media Specialists

Media centers may be closed the last five days of school. Principals are encouraged to use volunteers to assist the Media Specialist in closing the media centers. Media Specialists at all levels are eligible for up to five days as recommended by the Principal.

Psychology Interns

Ed.S. Interns in School Psychology are able to fulfill their 1500-hour supervision requirement during the 10-month contractual period. Since Doctoral Level School Psychology Interns need 2000 supervision hours, they may be eligible for up to an additional 20 extended days with the approval of the Director, Student Services and the Assistant Superintendent, Learning Support.

Social Workers/School Psychologists

Up to eighteen days may be approved as determined by the Assistant Superintendent, Learning Support.

Secondary School Network Manager Teachers

All secondary Network Manager Teachers (10 month) are eligible for up to five days as recommended by the Principal and approved by the Assistant Superintendent, Information Systems & Technology. Additional Extended Contract Days may be requested according to the following schedule:

Senior High School Network Managers (10 month)

Schools with 75 Teachers = 3 additional days

Schools with 100 Teachers = 7 additional days

Schools with 125 Teachers = 10 additional days

Middle School Network Managers (10 month)

Schools with 50 Teachers = 3 additional days

Schools with 75 Teachers = 7 additional days

Secondary Guidance Counselors work a 216-day/11-month schedule. 196 of those days coincide with the 10-month teacher work schedule. The timing of the remaining 20 days will be mutually agreed upon annually. In the event that such agreement cannot be reached, the Principal reserves the right to assign those dates in order to meet the best interests of the students and staff. None of the 216 days is classified as extended contract.

Appendix B

PTM Appeal Form

SCHOOL NUMBER _____ SCHOOL NAME _____

PROJECTED ENROLLMENT ADJUSTMENT FORM

Please complete the appropriate categories below and return to Irene Bellows, Sr. Manager, Staffing, Human Resource Services.

District Office Projected membership* _____

School's Projected Total Enrollment* _____

(Projected as of the end of the second six weeks, K-12 only)

Using the categories of Housing, Retentions, Dropouts, Migrants, Zone Changes, ESE population, or other, please indicate why you wish to appeal. Provide numbers indicating the change that has occurred over the past few years. Attach additional statements for areas of justification if necessary.

Revised Projection _____

Date _____