

November 8, 2021

Lake Wales Charter School District
130 E. Central Avenue
Lake Wales, Florida 33853

Re: Application for Superintendent of Lake Wales Charter School District, Lake Wales, Florida

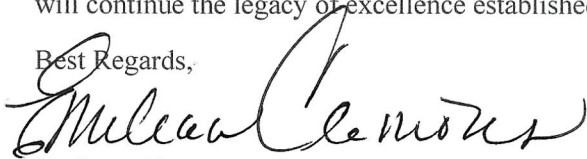
Lake Wales Charter School District Superintendent Search Committee,

Please accept my application for the position of Superintendent of the Lake Wales Charter School District. I am excited about the opportunity to serve in the community where I grew up, learning to appreciate the "small-town feel", and developing relationships that I continue to cherish. As a lifelong resident of the Lake Wales area, I attended Lake Wales schools, graduating from Lakes Wales High in 1974. Promoting quality education for Lake Wales area students, along with positively impacting lives, is especially important to me. Not only is this the community in which I live, but my years of teaching prior to entering administration took place within Lake Wales schools. These experiences, along with local church attendance over the past years, have afforded me the privilege of teaching hundreds of children and teenagers, and watching them grow into productive citizens. There is nothing more endearing to me than becoming a part of the leadership of Lake Wales Charter Schools and collaborating with the Board of Trustees and building principals to enhance the educational experiences already in place.

Past and current responsibilities encompass working with a world-class International Baccalaureate Programme, IB @ Bartow High, where I have gained experiences that will be valuable in working with Lake Wales High School's IB Programme. In addition, experiences gained through working closely with Visual and Performing Arts aligns directly with the efforts of the Lake Wales Charter School District, as well as the Lake Wales community, to nurture and "grow" those programs within their network of community schools. I am looking forward to collaborating with the Board of Trustees, along with the building principals, in discussion of the creation of pathways and the offering of relevant courses at the elementary and middle school levels in order to provide greater access for accelerated programs, as well as the Arts.

Attached you will find my updated resume outlining my years of experience, most notably those related specifically to the Lake Wales Charter Schools Superintendent Leadership Qualities. As indicated within my resume, I have had the privilege to be involved in a vast array of leadership responsibilities that have provided me with opportunities and knowledge that have prepared me to lead a school district. Currently serving as a high school principal in the Polk County Public School District, and having done so for the past nine years, I am looking forward to fostering a positive relationship with PCPS District Administration that will bridge existing gaps as we work together to create educational opportunities that will continue the legacy of excellence established within the Lake Wales Charter School District.

Best Regards,



Emilean Clemons, Ed.D.

Emilean Clemons, Ed.D.

P. O. Box 446

2240 Newcome Road, Alturas, Florida

emileanclemons@gmail.com

863/528-2196

Objective

- Obtain the position of Superintendent with the Lake Wales Charter School District.

Education

DOCTOR OF EDUCATION SOUTHEASTERN UNIVERSITY

- Degree Conferred 2020

MASTER OF SCIENCE NOVA SOUTHEASTERN UNIVERSITY EDUCATIONAL LEADERSHIP

- Degree Conferred 2001

BACHELOR OF ARTS SOUTHEASTERN COLLEGE ELEMENTARY EDUCATION

- Degree Conferred 1981

PROFESSIONAL EXPERIENCES

PRINCIPAL, BARTOW HIGH SCHOOL 7/1/2013—PRESENT

Significant Accomplishments

- Leader of instruction at Bartow High School, Polk County, Florida, with a total student population of 2,075 including BHS—1469, IB—250, SA—356.
- Maintain a unified and collaborative environment with the leaders of Bartow High's sister schools—IB @ Bartow High and Summerlin Academy.
- Increased school grade to a "B" in 2019.
- Oversee budget, personnel, instruction, safety and security, along with the entire operation of Bartow High School.
- Manage approximately 200 staff members to include the following: teachers, instructional support, clerical staff, custodial staff, school nutrition.
- Demonstrate instructional leadership and evaluation processes of instructional and operational staff.

- Ensure purchase of resources for operations and instruction is kept within budgetary parameters for each school year.
- Facilitate the hiring process for all aspects including instruction, clerical, custodial, nutritional services.
- Mentor and guide administrative staff to include assistant principals, deans, and other support staff.
- Develop distributive leadership and assignment of tasks to administrative team members.
- Monitor classroom instruction through classroom visits and observations.
- Certified with COGNIA for participation in accreditation visits of schools within the State of Florida.

ASSISTANT PRINCIPAL FOR CURRICULUM, BARTOW HIGH SCHOOL 7/1/2003—6/30/2013

- Responsible for development of master schedule for Bartow High School.
- Responsible for overseeing instruction.
- Faculty development.
- Instructional leadership.
- Teacher induction support for teachers new to Bartow High, IB @ Bartow, and Summerlin Academy.
- Collaborated with the principal under whom I served in the establishment of a ninth grade center at Bartow High School, as well as the development of Summerlin Academy, the JROTC Leadership program that is a part of Bartow High School.

Certifications

- Principal K-12
- Instructional Leadership
- English 6-12
- Elementary Education
- ESOL Endorsement

Community Service

- Bartow Rotary
- Bartow Chamber of Commerce
- Bartow Leadership Class of 2005
- Community Outreach
- Ministers' Meet and Greet
- Lake Wales Impact Church

Published Dissertation May 2020

- Topic: Teacher Induction and Classroom Management
 - This paper was a result of extensive research of teaching practices from the United States, as well as Germany, Japan, and other countries. Throughout the research process, as a student within a respected doctoral program, I sought proven methods that would increase teacher effectiveness through the establishment of positive management of the classroom.

Bulleted listing of experiences specific to the Lake Wales Charter Schools Superintendent Leadership Qualities

1. Successful experience improving all student performance, while identifying, narrowing/closing achievement gaps.
 - Review of FSA data with focus on specific subgroups identified our ESE and ESOL students as those needing the most support. Once we drilled down into the data, we were able to target the specific areas/standards where students were the least successful. After identifying the needs of the students, it became apparent additional resources were needed for intensive support for these students.
 - Although we had been given a unit for an ESOL para, we had never been provided with an ESOL teacher unit. Upon my appeal at the beginning of the 2018-19 school year, we were awarded an ESOL teacher position to be utilized to work specifically with English Language Learners with the greatest needs.
 - The assignment of ESE support teachers to assist general education classroom teachers in regard to consultative services was also reviewed. Upon review, we implemented several “shifts” to the methodology taking place within the classrooms. As a result, we saw an improvement in student achievement within the ESE subgroup.
 - To provide additional support for our FSA tested areas, I implemented distributive leadership, assigning each assistant principal to concentrate on each specifically assigned tested area. The focus included drilling-down into progress monitoring data, attending collaborative planning sessions, monitoring student grades and, most importantly, building relationships and following up with incentives to improve achievement.
 - These applications and adjustments resulted in the increase of our 2018-2019 school grade from a “C” to a “B”.
 - Unfortunately, as we moved into the 2019-2020 school year, our plans for student achievement in America were interrupted with the onset of the COVID-19 pandemic. In March 2020, school campuses were shut down as we shifted to the implementation of virtual-only opportunities for our students.

- Throughout the next year-and-a-half, we applied our COVID protocols and mitigation strategies on our campuses to meet the needs of our students. Some students and staff members returned to campus while others continued to work virtually. Valuable instructional time was lost through illness and quarantine requirements, along with technology gaps, resulting in setbacks in student learning and achievement. Although all students and staff members are now participating in campus learning, we are working to overcome remaining obstacles that include illness and student quarantining.
 - Recognizing that our current seniors—who will graduate in May 2022—were 10th graders when schools were closed in March 2020, we are providing intensive tutoring to assist those students in passing the FSA and/or the ACT for a concordant score in order to meet Florida graduation requirements.
 - Constant and in-depth study of data and student progress is a “must” in ensuring our students gain back the losses which have occurred in the past year-and-a-half.
2. Demonstrated commitment to engage with/support students by visiting classrooms, participating in school activities and listening to the voice of students.
- A major component of my current job duties as principal involves visiting classrooms regularly and frequently. However, in addition to the required visits, I spend a significant amount of time simply being present in the classrooms so that students not only recognize me as their principal, but they also are more comfortable with my presence and thereby more comfortable in approaching me with their concerns. Consistent visibility throughout the campus—in the hallways, the classrooms, during class change, lunches—regardless of the activity—provides opportunities to increase relationship building with students. Attending events outside the school-day whether it is athletics, student-led activities, fine arts events such as drama productions, band/music concerts enable me to get to know students and families on a more personal basis, providing me with a perspective that, otherwise, I would not have.
 - Just a few months ago, I was pleased to see that increased engagement with students truly pays off. We had a situation where a group of students became disenchanted with the school dress code and began posting negative comments on social media. I made the decision to utilize this seemingly unpleasant situation to solicit students’ concerns and provided a forum for discussion. As a result, I, along with my administrative team, were able to meet with students halfway and make some adjustments to the dress code in areas that were important to our students. This action portrayed to our students a willingness to listen to them and has promoted an open line of communication where our students are less hesitant to come to us with their concerns.

3. Proven success utilizing data for decision-making to review, celebrate, and improve actions, plans, processes and systems.
 - Analyzing data is not just reviewed for testing purposes but is studied for many different purposes.
 - PBIS and discipline data is reviewed monthly when planning our student incentive activities. Students who have applied these positive strategies are rewarded with various types of celebrations, including free hot dogs and games, movies and popcorn, or simply a field day outside.
 - Over the past three years, we have implemented an “activity day” into each month’s schedule. This day is set aside specifically to celebrate students—special activities and club meetings are planned as incentives and celebrations. Teachers do not assign assessments or projects on these days so that students are not penalized while attending their special activities.
 - Student achievement data is consulted when hiring staff—especially teachers.
 - The School Improvement Plan (SIP) is another example of utilizing data for improving actions. As the school year progresses, we regularly revisit our goals in the SIP as we review progress monitoring data. Because the SIP is a “living document” it must be adjusted based upon the needs of the students, we adjust the goals, as necessary to keep student achievement the priority.
 - Procedures and processes are continually reviewed and adjusted in order to ensure student success, as well as campus safety and efficient, effective campus protocols. When we recognize an area needs to improvement or is simply antiquated an in need of change, necessary adjustments are made.
4. Past experience leading the articulation of a K-12 comprehensive arts program that included: music, fine arts, and performing arts.
 - Over the past nineteen years, I have had the privilege of working closely with an award-winning marching/concert band with approximately 120 students engaged in the program. I would venture to say that this band is second-to-none. Our students not only are outstanding musicians, but they regularly engage in positive acts on our campus and within our community. Although we are currently undergoing a massive renovation project on our campus requiring the temporary relocation of the band classroom from the original band building into the auditorium, our band students and staff continue to demonstrate world-class behavior and musical skills.
 - During my tenure, course offerings within the Arts arena have increased significantly through providing additional opportunities for our students to enroll in accelerated courses not previously available to all students. This includes IB Music, IB Theater, AP Art History, AP Portfolio, all specific to the Arts.
 - In previous years, our Theater and Choral programs were not large enough to justify a teacher for each program; therefore, one teacher was over both programs, significantly limiting opportunities for either program to grow. Working with the District Director of Fine Arts two years ago and, in communication with our feeder

middle school, we recognized the need to provide our incoming ninth graders who had taken Beginning Piano as eighth graders, the opportunity to enroll in Piano 2. This opened the door for an increase in our music offerings through the addition of Beginning Piano and Piano 2. The following year we implemented Piano 3 as a course offering.

- Once the action above was in place, there was still a need to address our struggling drama/theater program—not just with student enrollment, but with a physical classroom location. Several steps were implemented to begin this process that included the following:
 - We were in dire need of a Theater classroom located in close proximity to our auditorium. The original drama/music building, located at the far end of campus, was being demolished as we entered into a major renovation project.
 - I made the decision to relocate the theater classroom into a former art classroom located next to the auditorium.
 - Working with the district facilities department, the room was improved and outfitted to create an environment more conducive for performing arts.
 - Restructuring the music and drama departments presented a challenge and the necessity to hire a second teacher specifically for drama. Conversely, it opened up the opportunity to provide greater options and courses for our students. We knew that, based upon student numbers, we were not ready to hire a full-time drama teacher. Fortunately, we were to find a teacher with dual-certifications in English and Drama, enabling the teacher to instruct English while building enrollment within our drama classes.
 - We continue to work with our feeder middle schools to accommodate our incoming ninth graders with performing arts courses.
 - As a result of these actions, we expect a full load of drama courses for the upcoming 2022-23 school year.
- This past August, our two Visual Arts teachers moved into our newly constructed art classrooms. Working directly with District Facilities and the architect, these classrooms were specifically designed with appropriate lighting and furnishings most conducive to the instruction of visual arts.

5. Respects cultural differences and varying abilities, values diversity and celebrates achievements

- My hiring practice is an example of my desire to increase diversity among staff on our campus. I strive to hire staff within various ethnic groups in order to reflect student demographics within our school. This often proves to be a challenge when looking for qualified, certified instructional staff, as well as support staff.
- I am pleased that our leadership team currently reflects a diverse group of qualified, highly-competent administrators and deans.

- Diversity within ethnic groups, cultures, and abilities are celebrated within our school. Students participate in various clubs on campus that are sponsored by faculty members. As shared earlier, our special needs students enjoy a nurturing environment where they are able to thrive.
 - I am sensitive to the needs of all students regardless of the circumstance. Should a student or staff member express concerns or issues in regard to a specific situation, it is handled respectfully and confidentially with necessary protocols followed.
6. Builds a trusting collaborative relationship with the Trustees, administrators, teachers, support staff, students, parents and the greater community.
- My longevity at the same school for the past nineteen years, has provided me with a strong foundation for building relationships with all stakeholders.
 - I enjoy a positive relationship with district leadership, who are aware of my pursuit of this position. The Polk County School Board is structured in a manner that enables me to communicate concerns or needs directly with the School Board Member for District 3, with whom I enjoy a positive relationship. She often visits my school, calls me and offers support, and I keep her abreast of any specific needs or concerns. It is not uncommon for us to text back and forth with updates for one another.
 - Teachers and staff have known me—most for many years, and although they may not always agree with decisions, they recognize that I always put students first when making those decisions.
 - I intentionally make myself available to meet with students, parents, and families, ensuring that our students' needs are met to the best of our ability.
 - I'm actively engaged in the community, am a member of the Chamber of Commerce, the Bartow Rotary Club, and regularly attend other community meetings and events. It is vital that I am visible within the community and available for consultation or collaboration.
 - Should I be selected for the position of Superintendent of the Lake Wales Charter School District, my relationships and past experiences within the PCPS District will be an asset in bridging the gap between the two districts. I recognize there are three PCPS schools within the LWCS district—Spook Hill Elementary, McLaughlin Middle, and Roosevelt Academy. Putting students first is a priority for both districts and strengthening relationships between the two systems builds a stronger foundation for all students.
7. Leads with integrity and humility while demonstrating accessibility, visibility and decisiveness.
- I believe my character speaks to this leadership quality. It is of utmost importance to me that I lead with integrity and demonstrate positive character traits in whatever I do. As a Christian, I strive to live in a manner—personally and professionally—that portrays Biblical standards. In my visibility throughout the school and community, my conversations with stakeholders, or my

communication with maintenance staff, I do my best to show support with a positive attitude, yet directly addressing any issues or problems that arise. When my staff expresses a need to talk with me, it is a priority of mine to be available for them as soon as possible. When it is necessary to meet with a staff member regarding any type of progressive discipline, a student or parent regarding an unpleasant incident, I am intentional in handling the situation in such a manner that, when they leave my office, they do so with dignity and not a feeling of being “beaten down”.

- Demonstrating kindness does not show weakness, in fact, the opposite is true—it takes a strong person to respond with kindness and understanding in the face of difficulty. I try to do this through how I live my life—regardless of the situation and decision.
- This has been a definite challenge over the past three years of almost-constant campus renovation projects. Working with district facilities staff, the architect, on-site contractors, and involving school staff in conversations in the design of campus improvements requires an open line of communication.

8. Unites all employees around a compelling vision and builds a culture of commitment to excellence and respect for each other.

- At the high school where I serve, we have a unique situation where we are “three schools in one”—BHS, the over-arching “mother school” a traditional 9-12 program; IB Bartow, a choice, application-only school, based upon SAT 10 scores; and Summerlin Academy, a choice lottery-based JROTC Leadership program.
- Working with the IB Head of School on our campus has enabled me to understand the value of this program and the accelerated opportunities afforded to all students through IB.
- Our mantra over the past years has been that we are the “Home of Champions” and a “World Class” school. Not only do these references to our school serve as a springboard for discussion, but staff and students take it seriously, working hard to implement strategies and programs that reflect excellence. The entire staff is committed to ensuring everything falls under this mantra. That also applies to our vision of becoming an “A” school. Everything we do falls within this expectation. Through the implementation of PBIS, Positive Behavioral Intervention System, we talk about Jacket **PRIDE**—the acronym for: taking **Pride** in ourselves and what we do, demonstrating **Respect** for our school and others, demonstrating **Integrity** in our actions and behavior, being **Dedicated** to accomplishing our goals, and being **Engaged** in learning.

- The school-wide implementation of these processes has provided a foundation for the building of a strong, positive culture throughout our campuses where colleagues work together through collaboration, setting the example for students to do the same.
9. Commitment to preparing special needs students to realize their academic and career potential.
- We have outstanding programs for special needs students at the school where I serve as principal. We are one of the few high schools in the district that houses the Transition program, accommodating special needs students up to 22 years old who have already graduated from high school. These students require additional assistance learning life skills that will assist them in becoming more independent. Our students engage in a school-based enterprise known as **Jackets to You**, where they, and their support team—the teacher and assigned paraprofessionals—prepare and sell food to staff. The students learn all processes involved—including creating a menu, taking orders, cooking the food, preparing the orders, and delivering to recipients.
 - We also house an Intellectually Disabled (IND) unit with students in 9th-12th grade working toward a diploma. These students, known as **The Marquee Club**, take care of changing the school marquee weekly, or as needed. In addition, these students also engage in school services—such as selling pumpkins at Halloween, wreaths at Christmas, and preparing lunch for teachers once a week. Through these activities, our students learn how to be responsible, along with other valuable life skills.
 - Not only do these activities teach our special needs students to take pride in their accomplishments, but their visibility on campus acquaints them with our staff and general education students, thereby building rapport. As a result, our general education students know our special needs students and they treat them with respect and understanding. It's pretty amazing to watch!
 - Students whose IEPs require consultative or need limited support are assigned to certified classroom subject area teachers, along with the support of a certified ESE teacher. Known as support facilitation, the amount of time the support teacher is in the classroom, along with the subject area teacher, is dependent upon what is outlined in the IEP. This support is individualized, based upon the IEP, and greater ensures the success of the special needs student as he/she works toward fulfilling graduation requirements.

10. Proven record of leading and supporting fund raising efforts of Foundations and other philanthropic organizations.

- I work closely with have several organizations to procure monetary support for our schools. Through our Athletic Booster Association, BESTT Academic Support, and PTSA network to ensure the acquisition of funds needed to support and enhance our students' academic and physical needs, as well as those related to mental and emotional health.
- We enjoy numerous business and community partners who support various programs within our school, including our visual/performing arts programs and CTE programs/academies, as well as our students with special needs. This support encompasses monetary support, along with support through volunteerism, student mentoring, CTE academy externships, as well as offering their time to visit classrooms and speak on topics related specifically to the respective business-related profession.

11. Demonstrates extensive knowledge of business and finance, including the budget process and operations of a school district.

- The school operating and instructional budgets total for Bartow High, IB, and Summerlin Academy is in excess of 1.6 million dollars. It is my responsibility, in collaboration with the IB Head of School and the Summerlin Academy Commandant, to ensure the budgets for all three schools are balanced, making certain of the procurement of needed resources for students and staff, along with necessary maintenance of the campuses. This includes CAPE funds generated through our career academies, along with advanced placement funds received as a result of students passing respective assessments for acceleration. Furthermore, internal funds account for an additional \$200,000.
- Additional budgets include SAC funds made up of returned teacher-lead monies, Lottery Funds and remaining School Recognition funds. In collaboration with our School Advisory Committee, these funds are approved for instructional resources that support students.
- For the past five years, we have been involved in an extensive, continuous campus renovation project totaling in excess of \$60,000,000. These improvements have involved the vast majority of the school campus: Phase 1—completed August 2019, Phase 2A—occupied August 2021 with some items still to be completed, and Phase 2B—currently under construction with a projected completion date of July 2022. In addition, our historical administrative building, constructed in 1926 as the original high school building within the community, is slated to undergo infrastructure upgrades beginning June 2022. Throughout this process, it has been my responsibility to oversee the project from the school side, advocating for campus needs and collaborating with district facilities staff, the architect, the construction company, and the project manager.

12. Views the Trustees as a leadership partner in meeting the goals of the district through honest, open communication and positive, productive working relationships that center on two-way communication.

- My experiences with the Polk County School Board have been to communicate directly with the school board designated specifically to District 3 where my school is located. Although interacting with one board member differs somewhat from communicating with a full Board of Trustees, the concept of collaborative and open communication remains the same.
- It is critical, regardless of the organization, that conversations are transparent, open, honest, and respectful. Furthermore, as professionals who are examples to students, staff, and the community, it is inherent that the superintendent and The Trustees portray an atmosphere of stability, cohesion, and unity. The goals of the superintendent and the governing board must align with putting students first. Everything we do as educators must reflect that the priority for a school system is to provide an environment where students can flourish—physically, mentally, socially, and academically.

13. Is a champion for academics, the arts and athletics as avenues for student engagement and achievement.

- Throughout my years as a high school principal, academics have been strengthened exponentially. It is important that instructional time is protected with limited interruptions throughout the school day. This means that teachers teach bell-to-bell with students kept in the classroom unless there is an emergency situation. Regardless of the types of innovative curriculum or courses that may be offered, if quality, uninterrupted instruction is in place, we are losing valuable instructional time. Increasing academic options for students—through college-prep courses, workforce ready courses and academy programs, along with ensuring students are ready to enter the military if they so choose, provide supports for all students. There is no one-size-fits-all solution, and it is imperative that academic options are viewed based upon individual student needs.
- Additionally, as the principal at my current high school, I have overseen the establishment of our bona-fide CTE academies. These academies offer our students opportunities that, previously, were not available to high school students unless they attended what were formerly known as “technical schools”. Several of these academies offer industry certifications to students enrolled in the program, which, upon passing the assessment, receive a certification to enter into the workforce.
 - i. Medical/Fire—National Career Academy Coalition (NCAC) Certified
 - ii. Criminal Justice—NCAC Certified
 - iii. Future Educators of America/FEA—Model Academy NCAC

- iv. Architecture, Construction, Engineering (ACE) Academy—NCAC Certified
- v. Culinary Arts—Model Academy NCAC
- vi. iGrow (Agriculture) Academy
- vii. Academy of Design

- My experiences in building our Arts programs have provided me with a rich background and capability for the establishment and growth of these programs. The Arts are a valuable, and essential, part of school curriculum and should never be viewed as unnecessary or frivolous.
- Athletic programs provide students with opportunities they may never have had, if not afforded the chance to participate in sports activities. Over the years, this recognition has become more vivid than ever before. Athletics can be a vehicle to increasing student academic achievement. In many instances, struggling students will go the extra mile in academics when they are involved in athletics—because they recognize that keeping those grades up enables them to continue participating in what they love to do.

14. Desires to embrace the local quality of life and to be fully engaged in the greater Lake Wales community.

- A 1974 graduate of LWHS, I had the honor of being a part of the last class to graduate from the original high school—what a privilege! I have lived in the Lake Wales area my entire life and attended Lake Wales schools.
- My first teaching experience took place at Polk Avenue Elementary where the support, encouragement, and experiences I received as a beginning teacher provided the foundation for me to become the educator I am today. When my daughters were young, I made the decision to stay home to be with them, thereby leaving the full-time arena for ten years. During those years, I substituted in Lake Wales schools and worked with senior adults in the Lake Wales area. In 1995, I returned to full-time teaching sixth graders at McLaughlin Middle School, where I taught for nine years. Completing my MS degree in Educational Leadership, I went into administration at Bartow High School in 2003, serving as the assistant principal for curriculum for ten years and moving into the principal position in 2013.
- My two daughters also attended Lake Wales schools, graduating from LWHS in 2000 and 2003, respectively. My older daughter currently serves as a teacher with PCPS, and my younger daughter is an attorney in Atlanta. Two of my grandchildren currently attend schools with the Lake Wales Charter School system.

- I am deeply involved in the church I attend in Lake Wales, where I have been a member for the past forty years. I am firmly entrenched in the Lake Wales community, live approximately ten minutes from downtown, and am looking forward to participating in events with the Lake Wales Chamber, as well as other community organizations.
- My relationship with the community, my personal history within the community, and my knowledge of the community, along with my vast educational experiences have prepared me for this opportunity.

REFERENCES

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Pastor Walter Nelson
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Updated 11.7.2021

Pam Kneer
Lake Wales Impact Master's Commission
masters@impactlw.org
812/459-9115



POLK COUNTY
PUBLIC SCHOOLS

BOARD MEMBERS

Sara Beth Wyatt
Board Chairman
District 4

William Allen
District 1

Lori Cunningham
District 2

Sarah Fortney
District 3

Kay Fields
District 5

Lynn Wilson
District 6

Lisa Miller
District 7

C. Wesley Bridges, II
General Counsel

ADMINISTRATION

Frederick R. Heid
Superintendent

November 10, 2021

To Whom It May Concern:

I recommend Emilean Clemons for the position of Lake Wales Charter Schools Superintendent.

I have had the privilege of being a colleague of Mrs. Clemons for many years. We served together as principals of our respective schools, as her Deputy Superintendent and now in my current position as Regional Assistant Superintendent.

Based on Mrs. Clemons' experience in her leadership with overseeing staff and managing projects, she is a professional who strives to build positive relations with her colleagues, students, and all stakeholders in her school community. Mrs. Clemons is detail oriented, exemplary in technical aspects of leadership, and organizational management abilities.

In her career as an educator, she has been a teacher, assistant principal, and a principal. This gives Mrs. Clemons unique vantage points to better understand the dynamics of a school system. She has the passion, energy, and the skill set to be the Superintendent of Lake Wales Charter Schools.

Sincerely,

John Hill
Regional Assistant Superintendent

STUDENTS FIRST



1915 S. Floral Ave.
Bartow, FL 33830



P.O. Box 391
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polkschoolsfl.com



POLK COUNTY PUBLIC SCHOOLS

BOARD MEMBERS

Lori Cunningham
Board Chairman
District 2

William Allen
District 1

Sarah Fortney
District 3

Sara Beth Reynolds
District 4

Kay Fields
District 5

Lynn Wilson
District 6

Lisa Miller
District 7

C. Wesley Bridges, II
General Counsel

ADMINISTRATION

Frederick R. Heid
Superintendent

November 5, 2021

To Whom It May Concern:

I am writing this letter to recommend Dr. Emilean Clemons for the position of Superintendent of the Lake Wales Charter School District. I've known Emilean for over ten years as the Principal of Bartow High School. During this time, I have had an opportunity to work with her and she has done an exceptional job of leading the school. Under her leadership, the school has improved each year academically. In 2019, Bartow High School was one of four district high schools to receive a state letter grade of a B or better. Her background as being the curricular leader at the school has paid dividends in Bartow High School's improvement.

One of the reasons for Bartow High school's improvement is Emilean's investment in Career and Technical Education programs. Emilean utilized the National Career Academy Coalition standards to build an academy system that is among the best in the state. Bartow High School has four model academies which are toured annually by visitors from across the nation hoping to emulate her programs.

Emilean is always professional in her words and actions. She has excellent rapport with the community. She has successfully led her school through hurricanes, the pandemic and, most recently, an almost complete reconstruction of the school. However, I am most impressed not only by her accomplishments at the school, but also in her life. During the last several years she has worked diligently to complete her doctorate and earned her doctoral degree last year.

Emilean is a person of high integrity and good morals. She always puts her students first. She has a strong track record of success and is a proven organizational and educational leader.

Respectfully,

Steven Cochran
Senior Director, Multiple Pathways Education

STUDENTS FIRST



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Bartow, FL 33830



P.O. Box 391
Bartow, FL 33831



863-534-0500



polkschoolsfl.com



November 4, 2021

To Whom It May Concern:

It is with great pleasure I recommend Dr. Emilean Clemons for Superintendent of Lake Wales Charter Schools. Dr. Clemons joined Bartow High School as Assistant Principal of Curriculum at the beginning of the 2003-2004 school year and has been serving as a Principal since July 2013. I have found Dr. Clemons to be an educator full of passion and dedication with a wide variety of experiences which have prepared her for this leadership role. She possesses a positive attitude and willingness to serve her students, parents, staff, district staff, and community. She has engaged in various opportunities, both at school and within the community, to ensure she is accessible to all stakeholders. These interactions have developed meaningful relationships with those stakeholders that support and enhance opportunities for her students to reach their fullest potential.

Dr. Clemons has demonstrated numerous instructional leadership qualities during her time as an administrator at Bartow High School, supervising approximately 175 staff members including teachers, instructional support staff, clerical, custodial and nutrition service personnel. Bartow High School is one of the most unique schools in the state of Florida, as one of the only schools with a three-schools-in one model. The three schools-in-one model includes Bartow High School, International Baccalaureate at Bartow High School, and Summerlin Academy. This model requires the instructional leadership of each school to collaborate and partner together to meet the diverse academic and career readiness needs of all our students, which ranges from students with special needs to the highest academically achieving learners. This opportunity has provided Dr. Clemons with invaluable experience and preparation to lead and inspire schools within the Lake Wales Charter School system in a similar fashion. During her time as the Assistant Principal of Curriculum, and now Principal of Bartow High School, Dr. Clemons has sought out opportunities to develop her understanding and knowledge of the International Baccalaureate programme. She has attended multiple International Baccalaureate professional development workshops and is very familiar with the IB philosophy and curriculum. Additionally, she has taken advantage of opportunities to expand her instructional leadership experiences to support schools and learning through her school accreditation work with Cognia. Dr. Clemons has taken initiative to obtain COGNIA certification and participates in accreditation reviews within neighboring counties throughout Florida. This type of dedication has enhanced her ability to lead and inspire others.

As principal, Dr. Clemons has served in a variety of roles and responsibilities related to school operations and management. Most recently, she has managed two construction projects at Bartow High School, and is currently overseeing the third phase, Phase 2B. This experience has given her an in-depth understanding of capital projects and facilities operations. Under Dr. Clemons' leadership, five career academies at Bartow High School have received NCAC National Accreditation, three of which obtained Model Academy status. She has worked to improve the culture at Bartow High School through implementation of the Jacket P.R.I.D.E. PBIS system. She deeply understands the value of strategic partnerships with support organizations which is evident through her role on the B.E.S.T.T. and Bartow High School Athletic Booster Club boards.

Dr. Clemons has taken her aspirations of being an inspiring instructional leader seriously. This is evident through her varied experiences, which include a wide range of staff development and personnel experiences obtained through oversight of such a large staff, a unique learning community, and operations. She is a person of integrity that has gained the trust and respect of her staff and students. She possesses a genuine desire to be a valued team member and always conducts herself professionally. For these reasons, I enthusiastically recommend Dr. Emilean Clemons for the Superintendent of Lake Wales Charter Schools position.

Sincerely,

Mandy Craven

Mandy Craven
Head of School

State of Florida Department of Education

Professional Educator's Certificate

This Certifies That

BETTY EMILEAN CLEMONS

*Has satisfactorily completed all requirements of Florida Statutes and
State Board of Education Rules for the coverages or endorsements listed below:*

EDUCATIONAL LEADERSHIP (ALL LEVELS)

ELEMENTARY EDUCATION (GRADES 1 - 6)

ENGLISH (GRADES 6 - 12)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) ENDORSEMENT

SCHOOL PRINCIPAL (ALL LEVELS)

July 01, 2017 - June 30, 2022

Department of Education Number 496310

BRIAN DASSLER
DEPUTY CHANCELLOR FOR EDUCATOR QUALITY

102528364



PAM STEWART
COMMISSIONER OF EDUCATION

Issued December 08, 2016

STAFF PORTAL

Certification Report Card

First Name	Middle Name	Last Name	SAPID	Personnel Area	Position
BETTY	E	CLEMONS	00002896	Bartow Senior High	Principal - SH

Certificates

Cert Number	Effective	Expiration	Type	Description	Subjects
496310	7/1/2017	6/30/2022	RG	Florida Regular/ Professional	EDUCATIONAL LEADERSHIP (ALL LEVELS) ELEMENTARY EDUCATION (1-6) ENGLISH (6-12) ENGLISH TO SPEAKERS OF OTHER LANGUAGES ENDORSEMENT SCHOOL PRINCIPAL (ALL LEVELS)
496310	7/1/2012	6/30/2017	RG	Florida Regular/ Professional	EDUCATIONAL LEADERSHIP (ALL LEVELS) ELEMENTARY EDUCATION (1-6) ENGLISH (6-12) ENGLISH TO SPEAKERS OF OTHER LANGUAGES ENDORSEMENT SCHOOL PRINCIPAL (ALL LEVELS)
496310	7/1/2007	6/30/2012	RG	Florida Regular/ Professional	EDUCATIONAL LEADERSHIP (ALL LEVELS) ELEMENTARY EDUCATION (1-6) ENGLISH (6-12) ENGLISH TO SPEAKERS OF OTHER LANGUAGES ENDORSEMENT SCHOOL PRINCIPAL (ALL LEVELS)
496310	7/1/2002	6/30/2007	RG	Florida Regular/ Professional	EDUCATIONAL LEADERSHIP (ALL LEVELS) ELEMENTARY EDUCATION (1-6) ENGLISH (6-12) ENGLISH TO SPEAKERS OF OTHER LANGUAGES ENDORSEMENT
496310	7/1/1997	6/30/2002	RG	Florida Regular/ Professional	ELEMENTARY EDUCATION (1-6)

ESOL

Category	Assign Date	Center	Course	Course Description	Student	Completion	ESOL Courses
1	08/24/1999	1341	10010100	M/J LANG ARTS 1	5300451287	06/01/2003	Course Desc: ESOL Curriculum Materials & Development Deadline Date: 08/24/2005 Completion Date: 07/16/2002 Course Desc: Methods of Teaching ESOL Deadline Date: 08/24/2004 Completion Date: Course Desc: Cross-Cultural Deadline Date: 08/24/2003 Completion Date: 09/24/2001 Course Desc: Applied Linguistics Deadline Date: 08/24/2002 Completion Date: 10/28/2000 Course Desc: ESOL Testing and Evaluation Deadline Date: 08/24/2001 Completion Date: 06/03/1998
2	10/23/1995	1341	21030300	M/J GEOG:AS, OC,	5300209616		Course Desc: ESOL Course for Teachers Deadline Date: 10/23/1996 Completion Date: 06/03/1998
3	10/23/1995	1341	14000000	M/J PEER COUN 1	5300209616		Course Desc: Deadline Date: Completion Date:

Exams Passed

Description	Subject	Date Passed
ENGLISH (6-12)	1015/1	07/26/2003

Post Secondary Ed

Highest Completed: Master's

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863.667.5000 FICE Code: 001521

Melissa Maisenbacher
Melissa Maisenbacher
Registrar

Print Date: 06/03/2020

Page: 1 of 5

Name: BETTY EMILEAN CLEMONS

Degrees Earned :

(1) Doctor of Education

Conferred: 04/24/2020

(2) Bachelor of Arts

Conferred: 04/12/1981

For complete degree information, see end of each division

Doctoral Program		CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
Course Code	Title							
2016-2017: Winter								

Subterm : Doctoral Program

EDUC-6013-80	PRINCIPLES OF LEADERSHIP AND ETHICS	CR	A	3.00	3.00	3.00	12.00	
EDUC-6073-80	PUBLIC POLICY	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				6.00	6.00	6.00	24.00	4.00
Career Totals:				6.00	6.00	6.00	24.00	4.00

2016-2017: SPRING

Subterm : Doctoral Program

EDUC-6023-80	LEARNING, MENTORING, AND COGNITION	CR	A	3.00	3.00	3.00	12.00	
EDUC-6033-80	HISTORICAL & SOCIAL FOUNDATIONS OF	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				12.00	12.00	12.00	48.00	4.00
Career Totals:				12.00	12.00	12.00	48.00	4.00

2016-2017: SUMMER

Subterm : Doctoral Program

EDUC-7003-80	FOUNDATIONS OF RESEARCH	CR	A	3.00	3.00	3.00	12.00	
OLED-8103-80	ORGANIZATIONAL LEADERSHIP	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				18.00	18.00	18.00	72.00	4.00
Career Totals:				18.00	18.00	18.00	72.00	4.00

Doctoral Program		CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
Course Code	Title							
2017-2018: FALL								

Subterm : Doctoral Program

EDUC-6063-80	PROGRAM EVALUATION	CR	A	3.00	3.00	3.00	12.00	
EDUC-7013-80	QUALITATIVE RESEARCH	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				24.00	24.00	24.00	96.00	4.00
Career Totals:				24.00	24.00	24.00	96.00	4.00

2017-2018: Winter

EDUC-7023-80	QUANTITATIVE RESEARCH	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				3.00	3.00	3.00	12.00	4.00
Term Totals:				3.00	3.00	3.00	12.00	4.00
Local Totals:				27.00	27.00	27.00	108.00	4.00
Career Totals:				27.00	27.00	27.00	108.00	4.00

2017-2018: SPRING

Subterm : Doctoral Program

EDUC-8003-80	CURRICULUM THEORY, CONCEPTS, DESIGN	CR	A	3.00	3.00	3.00	12.00	
EDUC-8133-80	EDUCATIONL LDRSH FOR DIVERSE POPUL	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				33.00	33.00	33.00	132.00	4.00
Career Totals:				33.00	33.00	33.00	132.00	4.00

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Page: 2 of 5

Name: BETTY EMILEAN CLEMONS

Doctoral Program
Course Code Title CR Type Grade Att Ernd HGpa Q.pts GPA
2017-2018: SUMMER

Subterm : Doctoral Program
EDUC-8013-80 INSTRUCTIONAL DESIGN FOR TECHNOLOGY CR A 3.00 3.00 3.00 12.00
Subterm Totals: 3.00 3.00 3.00 12.00 4.00
Term Totals: 3.00 3.00 3.00 12.00 4.00
Local Totals: 36.00 36.00 36.00 144.00 4.00
Career Totals: 36.00 36.00 36.00 144.00 4.00

2018-2019: Fall - Doctoral

Subterm : Session A
EDUC-8023-60 RESEARCH AND EVALUATION OF CURR CR A 3.00 3.00 3.00 12.00
Subterm Totals: 3.00 3.00 3.00 12.00 4.00
Subterm : Session B
EDUC-8033-70 PRACTICUM IN CURRICULUM & INSTRUCTI CR A 3.00 3.00 3.00 12.00
EDUC-9000-70 COMPREHENSIVE EXAM CR P .00 .00 .00 .00
Subterm Totals: 3.00 3.00 3.00 12.00 4.00
Term Totals: 6.00 6.00 6.00 24.00 4.00
Local Totals: 42.00 42.00 42.00 168.00 4.00
Career Totals: 42.00 42.00 42.00 168.00 4.00

2018-2019: Spring - Doctoral

EDUC-9012-90 DISSERTATION I CR P 2.00 2.00 .00 .00
Subterm Totals: 2.00 2.00 .00 .00 .00
Term Totals: 2.00 2.00 .00 .00 .00
Local Totals: 44.00 44.00 42.00 168.00 4.00
Career Totals: 44.00 44.00 42.00 168.00 4.00

Doctoral Program
Course Code Title CR Type Grade Att Ernd HGpa Q.pts GPA
2018-2019: Summer - Doctoral

EDUC-9022-90 DISSERTATION II CR P 2.00 2.00 .00 .00
Subterm Totals: 2.00 2.00 .00 .00 .00
Term Totals: 2.00 2.00 .00 .00 .00
Local Totals: 46.00 46.00 42.00 168.00 4.00
Career Totals: 46.00 46.00 42.00 168.00 4.00

2019-2020: Fall - Doctoral

EDUC-9032-90 DISSERTATION III CR P 2.00 2.00 .00 .00
Subterm Totals: 2.00 2.00 .00 .00 .00
Term Totals: 2.00 2.00 .00 .00 .00
Local Totals: 48.00 48.00 42.00 168.00 4.00
Career Totals: 48.00 48.00 42.00 168.00 4.00

2019-2020: Spring - Doctoral

EDUC-9042-90 DISSERTATION IV CR P 2.00 2.00 .00 .00
Subterm Totals: 2.00 2.00 .00 .00 .00
Term Totals: 2.00 2.00 .00 .00 .00
Local Totals: 50.00 50.00 42.00 168.00 4.00
Career Totals: 50.00 50.00 42.00 168.00 4.00

2019-2020: Summer - Doctoral

EDUC-9052-90 DISSERTATION V CR P 2.00 2.00 .00 .00
EDUC-9062-90 DISSERTATION VI CR P 2.00 2.00 .00 .00
Subterm Totals: 4.00 4.00 .00 .00 .00
Term Totals: 4.00 4.00 .00 .00 .00
Local Totals: 54.00 54.00 42.00 168.00 4.00
Career Totals: 54.00 54.00 42.00 168.00 4.00

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Page: 3 of 5

Name: BETTY EMILEAN CLEMONS

Doctoral Program		CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
Course Code	Title							
Division Career Totals:				54.00	54.00	42.00	168.00	4.00

Degree Information:

(1) Doctor of Education
Major(s)
Doctor of Education
Concentration(s)
CURRICULUM & INSTRUCTION

Conferred: 04/24/2020

Undergraduate Division		CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
Course Code	Title							
1974-1975: Transfer Credit								

Organization: Polk State College

EDU-001	HUMAN REL	TR	A	3.00	3.00	3.00	12.00	
EDU-100	PHYSICAL EDUCATION	TR	CR	.00	.00	.00	.00	
EDU-111	HEALTH EDUCATION I	TR	B	1.00	1.00	1.00	3.00	
EDU-303	HUMANITIES I	TR	A	3.00	3.00	3.00	12.00	
ENG-113	GRAMMAR AND COMPOSITION I	TR	B	3.00	3.00	3.00	9.00	
ENG-123	GRAMMAR AND COMPOSITION II	TR	A	3.00	3.00	3.00	12.00	
ENG-143	FUNDAMENTALS OF SPEECH	TR	B	3.00	3.00	3.00	9.00	
SOC-213	INTRO TO SOCIOLOGY	TR	B	3.00	3.00	3.00	9.00	
Term Totals:				19.00	19.00	19.00	66.00	3.47
Local Totals:				.00	.00	.00	.00	.00
Career Totals:				19.00	19.00	19.00	66.00	3.47

1974-1975: SPRING

BI-123	NEW TESTAMENT SURVEY	CR	C	3.00	3.00	3.00	6.00	
EDU-113	GENERAL PSYCHOLOGY	CR	A	3.00	3.00	3.00	12.00	
EDU-122	PERSONAL/SOCIAL ADJUSTMENT	CR	B	2.00	2.00	2.00	6.00	
EDU-223	EDUCATIONAL PSYCHOLOGY	CR	A	3.00	3.00	3.00	12.00	
PM-112	EVANGELICAL WORK OF THE CHURCH	CR	A	2.00	2.00	2.00	8.00	
SC-123	GENERAL BIOLOGY	CR	B	3.00	3.00	3.00	9.00	
Subterm Totals:				16.00	16.00	16.00	53.00	3.31
Term Totals:				16.00	16.00	16.00	53.00	3.31
Local Totals:				16.00	16.00	16.00	53.00	3.31
Career Totals:				35.00	35.00	35.00	119.00	3.40

1975-1976: Transfer Credit

Organization: Polk State College

SC-113	PHYSICAL SCIENCE	TR	B	3.00	3.00	3.00	9.00	
Term Totals:				3.00	3.00	3.00	9.00	3.00
Local Totals:				16.00	16.00	16.00	53.00	3.31
Career Totals:				38.00	38.00	38.00	128.00	3.36

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Name: BETTY EMILEAN CLEMONS

Undergraduate Division

Course Code	Title	CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
1975-1976: FALL								
BI-113	OLD TESTAMENT SURVEY	CR	B	3.00	3.00	3.00	9.00	
EDU-213	SOCIAL FOUNDATIONS OF EDUCATION	CR	A	3.00	3.00	3.00	12.00	
ENG-213	ENGLISH LITERATURE I	CR	B	3.00	3.00	3.00	9.00	
PM-100	STUDENT MINISTRY	CR	S	.00	.00	.00	.00	
TH-112	DOCTRINES OF THE ASSEMBLIES OF GOD	CR	A	2.00	2.00	2.00	8.00	
TH-232	PNEUMATOLOGY I	CR	B	2.00	2.00	2.00	6.00	
Subterm Totals:				13.00	13.00	13.00	44.00	3.38
Term Totals:				13.00	13.00	13.00	44.00	3.38
Local Totals:				29.00	29.00	29.00	97.00	3.34
Career Totals:				51.00	51.00	51.00	172.00	3.37

1975-1976: SPRING

BI-222	SYNOPTIC GOSPELS	CR	B	2.00	2.00	2.00	6.00	
BI-242	ACTS	CR	B	2.00	2.00	2.00	6.00	
EDU-121	HEALTH EDUCATION II	CR	A	1.00	1.00	1.00	4.00	
EDU-200	PHYSICAL EDUCATION	CR	CR	.00	.00	.00	.00	
ENG-223	ENGLISH LITERATURE II	CR	B	3.00	3.00	3.00	9.00	
ENG-243	AMERICAN LITERATURE	CR	B	3.00	3.00	3.00	9.00	
ENG-253	CONTEMPORARY LITERATURE	CR	A	3.00	3.00	3.00	12.00	
PM-200	STUDENT MINISTRY	CR	S	.00	.00	.00	.00	
SOC-223	MARRIAGE & FAMILY	CR	B	3.00	3.00	3.00	9.00	
TH-342	CHRISTOLOGY/SOTERIOLOGY	CR	C	2.00	2.00	2.00	4.00	
Subterm Totals:				19.00	19.00	19.00	59.00	3.10
Term Totals:				19.00	19.00	19.00	59.00	3.10
Local Totals:				48.00	48.00	48.00	156.00	3.25
Career Totals:				70.00	70.00	70.00	231.00	3.30

Undergraduate Division

Course Code	Title	CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
1975-1976: SUMMER								
BI-413	ROMANS AND GALATIANS	CR	C	3.00	3.00	3.00	6.00	
HIS-413	AMERICAN HISTORY I	CR	C	3.00	3.00	3.00	6.00	
Subterm Totals:				6.00	6.00	6.00	12.00	2.00
Term Totals:				6.00	6.00	6.00	12.00	2.00
Local Totals:				54.00	54.00	54.00	168.00	3.11
Career Totals:				76.00	76.00	76.00	243.00	3.19
1976-1977: FALL								
PM-342	HISTORY AND POLITY OF THE A/G	CR	A	2.00	2.00	2.00	8.00	
Subterm Totals:				2.00	2.00	2.00	8.00	4.00
Term Totals:				2.00	2.00	2.00	8.00	4.00
Local Totals:				56.00	56.00	56.00	176.00	3.14
Career Totals:				78.00	78.00	78.00	251.00	3.21

1976-1977: SPRING

BI-202	ISAIAH	CR	A	2.00	2.00	2.00	8.00	
BI-422	MINOR PROPHETS	CR	C	2.00	2.00	2.00	4.00	
BI-462	GOSPEL OF JOHN	CR	C	2.00	2.00	2.00	4.00	
EDU-343	TEACHING HEALTH IN ELEMENTARY	CR	A	3.00	3.00	3.00	12.00	
EDU-373	TEACHING MATH IN ELEMENTARY	CR	A	3.00	3.00	3.00	12.00	
EDU-463	TEACHING READING IN ELEMENTARY II	CR	A	3.00	3.00	3.00	12.00	
HIS-423	AMERICAN HISTORY II	CR	A	3.00	3.00	3.00	12.00	
PM-400	STUDENT MINISTRY	CR	S	.00	.00	.00	.00	
Subterm Totals:				18.00	18.00	18.00	64.00	3.55
Term Totals:				18.00	18.00	18.00	64.00	3.55
Local Totals:				74.00	74.00	74.00	240.00	3.24
Career Totals:				96.00	96.00	96.00	315.00	3.28

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Melissa Maisenbacher
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Registrar

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Page: 5 of 5

Name: BETTY EMILEAN CLEMONS

Undergraduate Division

Course Code	Title	CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
1979-1980: SPRING								
BI-302	JEREMIAH	CR	A	2.00	2.00	2.00	8.00	
EDU-423	ELEMENTARY CURRICULUM	CR	A	3.00	3.00	3.00	12.00	
EDU-433	TEACHING ART IN ELEMENARY SCHOOL	CR	A	3.00	3.00	3.00	12.00	
EDU-443	TEACHING SCIENCE IN ELEMENTARY	CR	A	3.00	3.00	3.00	12.00	
EDU-453	TEACHING MUSIC IN ELEMENTARY	CR	A	3.00	3.00	3.00	12.00	
EDU-473	TEACHING SOCIAL STUDIES ELEMENTARY	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				17.00	17.00	17.00	68.00	4.00
Term Totals:				17.00	17.00	17.00	68.00	4.00
Local Totals:				91.00	91.00	91.00	308.00	3.38
Career Totals:				113.00	113.00	113.00	383.00	3.38

1979-1980: SUMMER

BI-213	PENTATEUCH	CR	A	3.00	3.00	3.00	12.00	
EDU-313	PRINCIPLES OF TEACHING	CR	A	3.00	3.00	3.00	12.00	
EDU-333	CHILDRENS LITERATURE	CR	A	3.00	3.00	3.00	12.00	
EDU-403	TEACHING READING IN ELEMENTARY I	CR	A	3.00	3.00	3.00	12.00	
Subterm Totals:				12.00	12.00	12.00	48.00	4.00
Term Totals:				12.00	12.00	12.00	48.00	4.00
Local Totals:				103.00	103.00	103.00	356.00	3.45
Career Totals:				125.00	125.00	125.00	431.00	3.44

1980-1981: FALL

EDU-353	AUDIO-VISUAL EDUCATION	CR	A	1.00	1.00	1.00	4.00	
Subterm Totals:				1.00	1.00	1.00	4.00	4.00
Term Totals:				1.00	1.00	1.00	4.00	4.00
Local Totals:				104.00	104.00	104.00	360.00	3.46
Career Totals:				126.00	126.00	126.00	435.00	3.45

Undergraduate Division

Course Code	Title	CR Type	Grade	Att	Ernd	HGpa	Q.pts	GPA
1980-1981: SPRING								
EDU-486	STUDENT TEACHING	CR	A	6.00	6.00	6.00	24.00	
Subterm Totals:				6.00	6.00	6.00	24.00	4.00
Term Totals:				6.00	6.00	6.00	24.00	4.00
Local Totals:				110.00	110.00	110.00	384.00	3.49
Career Totals:				132.00	132.00	132.00	459.00	3.47
Division Career Totals:				132.00	132.00	132.00	459.00	3.47

Degree Information:

(1) Bachelor of Arts

Major(s)

ELEMENTARY EDUCATION

Honors(s)

CUM LAUDE

Conferred: 04/12/1981

** END OF RECORD **

SOUTHEASTERN UNIVERSITY

OFFICE OF THE REGISTRAR
1000 Longfellow Boulevard
Lakeland, FL 33801-6034
863.667.5000 FICE Code: 001521

Accreditation – Southeastern University is accredited by the **Commission on Colleges of the Southern Association of Colleges and Schools** to award associate, baccalaureate, masters and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404.679.4500 for questions about the accreditation of Southeastern University. Southeastern University was formerly known as: South-Eastern Bible Institute (1935-1956), South-Eastern Bible College (1956-1977), Southeastern College of the Assemblies of God (1977-2005), and Southeastern University (2005-present).

In addition, certain programs are accredited by other recognized accrediting agencies. See our website for specific agencies.

Unit of Credit Semester hour: undergraduate, masters, and doctoral

The division of Post Secondary Transition is not equivalent to college/university credit and courses are completed as 1 unit of study.

Grading System

Grades	Grade Points	Description
A	4.0	Outstanding
A-	3.67	
B+	3.33	
B	3.0	Above Average
B-	2.67	
C+	2.33	
C	2.0	Average
C-	1.67	
D+	1.33	
D	1.0	Below Average
D-	0.67	
F	0.0	Failure – No Credit

College Prep, Non-Degree Credit: ENGL 0013, ENGL 0023, ENGL 0033, MATH 0033, MATH 0113, READ 0033

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The following grades are not included in the calculation of quality points and grade point averages:

AU	Audit
CR	Credit (Equivalent to 70-100% earned)
I	Incomplete
IP	In Progress
NC	No Credit Earned
P	Pass (Equivalent to 70-100% earned)
R	Course Repeated for Better Grade
S	Satisfactory (No Credit)
W	Withdrawal; No Penalty
WD	Withdrawal from University
WF	Withdrawal by Administration
WP	Withdrawal Passing
Z	Academic Dishonesty

Honors: Students who graduate with an undergraduate degree will have honors posted on the transcript if their career GPA is 3.5 or higher. The career GPA is cumulative and includes all posted transfer credits.