

AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

September 28, 2010

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. August 17, 2010, 4:30 p.m. – School Board Workshop
 - b. August 17, 2010, 6:00 p.m. – Regular School Board Meeting
 - c. August 31, 2010, 6:00 p.m. – Special Board Meeting
 - d. September 7, 2010, 5:00 p.m. – Special Board Meeting
 - e. September 7, 2010, 6:00 p.m. - Final Budget Hearing

ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2010 – 2011 – **SEE PAGE #4**

ACTION REQUESTED: The Superintendent recommends approval.
7. BUDGET AND FINANCIAL TRANSACTIONS
 - a. Approval of bills and vouchers - See back-up material

ACTION REQUESTED: The Superintendent recommends approval.

- b. Crossroad Academy Financial Reports for August, 2010 – **SEE PAGE #8**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
 - c. Finalized 2009 – 2010 Superintendent’s Annual Financial Report
SEE PAGE #13
Fund Source: All Funds
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
8. **CONTRACT/PROJECT/GRANT APPLICATIONS**
- a. Contracted Services for Dual Enrollment Program – **SEE PAGE #81**
Fund Source: General Fund
Amount: \$20,517.30
ACTION REQUESTED: The Superintendent recommends approval.
 - b. Contracted Services – **SEE PAGE #92**
Fund Source: Federal Projects – Title I
Amount: \$36,000.00
ACTION REQUESTED: The Superintendent recommends approval.
 - c. Contacted Services – **SEE PAGE #98**
Fund Source: General Fund
Amount: Not to Exceed \$14,500.0
ACTION REQUESTED: The Superintendent recommends approval.
 - d. Interlocal Agreement with Gadsden County Board of County Commissioners
– Public Works Department – **SEE PAGE #102**
Fund Source: 2 mill
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
 - e. Florida Virtual School Participation Agreement – **SEE PAGE #105**
Fund Source: FEFP
Amount: Undetermined – based upon enrollment
ACTION REQUESTED: The Superintendent recommends approval.
 - f. Contract with Independent Contractor (Kurt LaRose) – **SEE PAGE #110**
Fund Source: IDEA
Amount: \$15,000.00 (est.)
ACTION REQUESTED: The Superintendent recommends approval.

- g. Exceptional Student Education Policies and Procedures (SP&P)
SEE PAGE #145

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.
 - h. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #206**

Fund Source: FEFP
Amount: Undetermined – based upon enrollment

ACTION REQUESTED: The Superintendent recommends approval.
9. **STUDENT MATTERS – SEE ATTACHMENT**
- a. Student Expulsion – See back-up material

CASE #03-1011-0071

ACTION REQUESTED: The Superintendent recommends approval.
 - b. Student Expulsion – See back-up material

CASE #04-1011-0071

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 10. **CONSIDER, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS**
 - a. Discussion and Request to Advertise the Board’s Intent to Amend School Board Rule Numbered 2.25 (Position Descriptions) – **SEE PAGE #318**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.
- 11. **EDUCATIONAL ITEMS BY THE SUPERINTENDENT**
- 12. **SCHOOL BOARD REQUESTS AND CONCERNS**
- 13. **ADJOURNMENT**

The School Board of Gadsden County



"Building A Brighter Future"

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
www.gcps.k12.fl.us

September 28, 2010

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2010/2011

The following reflects the total number of full-time employees in this school district for the 2010/2011 school term, as of September 28, 2010.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees September 2010</u>
Classroom Teachers and Other Certified Administrators	120 & 130	483.25
Non-Instructional	110	47.75
	150, 160, & 170	421.00
		<u>952.00</u>

Sincerely,

Reginald C. James
Superintendent of Schools

Eric F. Hinson
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

Judge B. Helms, Jr.
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

Roger P. Milton
DISTRICT NO. 5
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2010/2011

INSTRUCTIONAL

Recommended to Receive Professional

Brady, Nakia
Samson, Marilyn

ADMINISTRATIVE AND ADMINISTRATIVE SUPPORT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Franklin, Michael	EGHS	Asst Principal	08/02/2010
Hightower, Pink	District	Staff Dev/Personnel Director	09/13/2010
Richardson, Curtis	WGHS/EGHS	Sch Improvement Grants Dir.	09/13/2010
Williams, Parrish	GWM	Asst Principal	08/30/2010

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baldwin, Tarell	JASMS	Teacher	08/17/2010
Bradham, Tamiko	EGHS	Teacher	08/16/2010
Bugg, Lee	JASMS	Teacher	08/16/2010
Campbell, Claudia	GRES/SJES	Lib./Media Specialist	08/16/2010
Conner, Anglalyne	EGHS	Teacher	08/19/2010
Falconer, Jerome	GWM	Teacher	08/16/2010
Glynn, Shannon	EGHS	Teacher	08/30/2010
Hicken, Laura	GWM	Teacher	08/16/2010
Jones, Jacqueline	CPA	Teacher	08/16/2010
Widner, Kimberly	GWM	Teacher	08/30/2010
Kornstein, Sara	GWM	Teacher	08/16/2010
Kunkler, Patricia	GEMS	Teacher	09/22/2010
Maguire, Terrance	CPA	Teacher	08/16/2010
Mackay-Ring, Lisa	JASMS	Lib./Media Specialist	08/24/2010
McBurrows,-Trumpler, Felicia	HES	Teacher	09/14/2010
Mitchell, Michael	EGHS	Teacher	09/03/2010
Norton, Stanley	JASMS	Teacher	08/17/2010
Roney, Cedric	HES	Teacher	08/23/2010
Rumph, Tameka	CES	Teacher	09/20/2010
Sanger, Coreila	CES	Teacher	08/24/2010
Shelton, LaWhitney	GWM	Teacher	08/19/2010
Tsigbey, Frances	EGHS	Teacher	08/25/2010
Varnum, Lisa	JASMS	Teacher	09/20/2010

Out of Field

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Certification Area</u>	<u>No. Periods Out of Field</u>
Galloway, Treneshia	GWM	Pre K	Soc Science 5-9	All
Narvaez, Neriza	HMS	Reading	Eng 6-12	2 Periods

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alexander, Alynwood	Transportation	Bus Aide	08/23/2010
Bailey, Essence	SJES	Ed. Paraprofessional	08/23/2010
Betton, Gary	Transportation	Bus Driver	08/23/2010
Bradley-Goldwire, Kathy	SSES	Ed. Paraprofessional	08/16/2010
Burdick, Johnnie	Maintenance	Boiler Mechanic	10/04/2010
Bush, Quanta	Head Start/PreK	Ed. Paraprofessional	09/13/2010
Causey, Brenda	Transportation	Bus Driver	09/22/2010
Demous, Hattie	JASMS	Ed. Professional	08/23/2010
Dudley, Zack	Transportation	Bus Driver	08/23/2010
Edwards, Mary Ann	Transportation	Bus Driver	08/23/2010
Edwards, Vernita	Transportation	Bus Aide	09/07/2010
Eggleton, Alfred	CES	SFS Worker	08/20/2010
Esland, Vanester	Transportation	Bus Aide	08/23/2010
Flowers, Tatia	GTI	Ed Paraprofessional	08/18/2010
Hamilton, Bryan	WGHS	SFS Worker	08/23/2010
Hendley, Natasha	GWM	Ed Paraprofessional ESE	08/27/2010
Hughes, Ida	GRES	Secretary	08/17/2010
Hutley, Carlos	Transportation	Bus Driver	08/23/2010
Jackson, English	GBES	SFS Worker	08/20/2010
Kennedy, Lavetrice	JASMS	Data Entry	09/23/2010
Kenon, Janice	SJES	Asst Secretary	09/01/2010
Leverson, Charles	Transportation	Bus Driver	08/23/2010
Lewis Louise	Transportation	Bus Aide	08/23/2010
Lewis, Miranda	SSES	Ed Paraprofessional	08/18/2010
McBride, Alonza	Transportation	Bus Driver	08/23/2010
McClendon, Marilynne	CES	Ed Paraprofessional	08/30/2010
McMillon, Eric	Transportation	Bus Driver	08/23/2010
McNealy, Earlest	Transportation	Bus Driver	08/23/2010
Moten, Andrew	WGHS	Ed Paraprofessional	08/23/2010
Paz, Xochitl	GBES	Ed Paraprofessional	08/23/2010
Peddie, Maurice	Transportation	Mechanic II	09/27/2010
Porter, Kendrick	Transportation	Bus Driver	08/23/2010
Richardson, Natalie	Head Start/PreK	Ed Paraprofessional	08/16/2010
Rittman, Joe	Transportation	Bus Driver	08/23/2010
Robinson, Dominga	GWM	Ed Paraprofessional	08/27/2010
Starks, Edwin	Transportation	Bus Driver	09/13/2010
Walker, Dorothy	Transportation	Bus Aide	08/23/2010
Wiggins, Mimi	Transportation	Bus Driver	09/23/2010
Williams, Jimmy	SSES	SFS Worker	08/20/2010
Williams, Mary	HMS	Custodial Asst	08/16/2010
Wright, King	Transportation	Bus Driver	08/23/2010

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

REQUEST FOR LEAVE

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Rivera, Josie	GWM	Teacher	08/16/2010
Williams, Teresa	CES	Ed Paraprofessional	08/16/2010

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Conner, Angalyn	EGHS	Teacher	09/03/2010
Hatcher, Niah	HES	Teacher	08/16/2010
Horrell, Sheidaline	GEMS	Teacher	09/10/2010
Maguire, Terrance	CPA	Teacher	08/31/2010
Paul, Jamila	JASMS	Counselor	10/01/2010
Serls, Tangela	EGHS	Teacher	08/16/2010
Starks, Edwin	Transportation	Bus Driver	09/13/2010
St John, Sharon	GRES	Teacher	09/07/2010

TRANSFERS

<u>Name</u>	<u>Location/Position Transferred From</u>	<u>Location/Position Transferred To</u>	<u>Effective Date</u>
Akins, Sineaktra	SSES/Teacher	WGHS/Tea Sup Facilitator	08/16/2010
Clemons, Mildred	JASMS/Lib Media Spec	WGHS/Lib Media Spec.	08/16/2010
Gay, Gerald	District/Title I	EGHS/Asst Principal	08/09/2010
Hobbs, Carolyn	HMS/Cust Asst.	JASMS/Cust. Asst	08/09/2010
Jackson, Hilda	District/Personnel	GWM/Principal	09/13/2010
Johnson, Vickie	GWM/Teacher	SSES/Teacher	08/16/2010
Lightfoot-Brown, Shayla	SSES/Teacher	HES/Teacher	08/16/2010
Newman, Jennifer	GWM/Teacher	GBES/Teacher	08/16/2010
Nicholson, Ronald	CES/Ed Paraprofessional	GWM/Ed Paraprofessional	08/16/2010
Stokes, Lillie	EGHS/Math Coach	CPA/Teacher	08/16/2010
Stubbs, Virginia	PreK/Teacher	CES/Teacher	08/16/2010
Walker, Faybrena	CPA/Teacher	EGHS/Teacher	08/23/2010
Winn-Viegbesie, Diane	HES/Asst. Principal	EGHS/Asst Principal	08/02/2010
Williams, Omeka	Head Start/PreK Midway	Head Start PreK/Quincy	08/16/2010

DROP Retirement

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Forehand, Janice	SSES	Self Help Asst.	10/31/2010
Harris, Patricia	HES	Counselor	09/30/2010
McEwen, Rhonda	HMS	Teacher	10/29/2010

Retirement

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Houck, Lynda	Transportation	Bus Driver	10/05/2010

Terminations

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Williams, Arrhea	GWM	Principal	09/10/2010

Substitutes

<u>Teacher</u>		<u>SFS/Custodial</u>	<u>Transportation</u>
Bailey, Gaynell	Peterson, Elizabeth	Bailey, Gaynell	Bridges, Curtis II
Henry, Lakisha	Ruscher, Elizabeth	Johnson, Debra	
House, Monica	Smith, Shirley K.	Moore, Jamica	
Jackson, Clifford II	Smith, Sonja	Murray, Mary	
Kelly-Brown, Lucy	Sweet, Eva Davis	Riles, Dominique	
King, Alonza	Thomas, Collie	Thompson, Melvin	
Lightfoot, Erica	Wright, Shanda		
McGlockton, Joe			
Nash, Beverly			

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEMS: Crossroad Academy Financial Reports for August, 2010

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

In accordance with Florida Statutes, charter schools are required to provide the Sponsor financial statements. The August 2010 Balance Sheet and Profit & Loss Statements for the Crossroad Academy Charter School are attached.

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

CROSSROAD ACADEMY CHARTER SCHOOL
Profit & Loss
 August 2010

	<u>Aug 10</u>
Income	
3210 · Other Revenues	373.00
3310 · FEFP Program	271,920.00
3350 · Uniform Income	9,600.00
3431 · Interest Income	29.32
3472 · PreK-Early Intervention Fees	730.50
3490 · Miscellaneous Sources	
3495-2 · Student Activity Fund	661.00
3495-3 · Student Books/Planners	4,242.00
Total 3490 · Miscellaneous Sources	<u>4,903.00</u>
Total Income	<u>287,555.82</u>
Gross Profit	287,555.82
Expense	
5100-11 · PreK Expenses	
5100-1 · Other Admin Expense pk	125.00
5100-2 · Internet services	89.95
5100-11 · PreK Expenses - Other	1,895.83
Total 5100-11 · PreK Expenses	<u>2,110.78</u>
5100-12 · Basic Fte/Clstrm Teachr	33,406.99
5100-13 · Classroom Paraprofessi	4,489.58
5100-23 · EE' Group Insurance	7,765.51
5100-25 · Unemployment Comp	487.03
5100-52 · Basic Fte/Textbooks	23,683.04
5100-59 · Misc. Student Activity	
5100-3 · Uniform Expenses	179.94
Total 5100-59 · Misc. Student Activity	<u>179.94</u>
6200-35 · Copier Service Costs	260.00
6200-39 · Printing cost	72.00
6300-11 · Staff Support Personel	1,875.00
6400-65 · Transportation/Travel	840.72
7100-16 · Other Support Personnel	2,500.00
7200-11 · Administration	6,250.00
7300-11 · Salary-Schol Principal	8,630.34
7300-16 · Clerical Staff	
7300-1 · Salary - Receptionist	4,774.99
7300-2 · Office Manager	3,183.34
Total 7300-16 · Clerical Staff	<u>7,958.33</u>
7300-22 · FICA Contributions(Co)	6,548.38
7300-51 · Supplies	1,190.93
7500-73 · Bank Charges/Operating Fees	23.50

10:18 AM
09/01/10
Cash Basis

CROSSROAD ACADEMY CHARTER SCHOOL
Profit & Loss
August 2010

	<u>Aug 10</u>
7600 · Food Services	
7600-16 · Personnel	2,234.09
7600-51 · Supplies	150.25
7600-66 · Vehicle	<u>2,177.52</u>
Total 7600 · Food Services	4,561.86
7790-59 · Other Materials/Sup	113.55
7900-16 · Janitorial/Custodial	1,790.56
7900-32 · Property Insurance	523.04
7900-37 · Telephone/internet service	836.73
7900-39 · Other Facilities Svcs	1,075.00
7900-40 · Gargbage Collections	294.95
7900-51 · Janitorial/Maintenance Supplies	1,105.19
8100-35 · Repairs & Maintenance	1,274.98
8100-60 · Capitalized Furn/Fix/E	1,258.00
8100-61 · Noncap Furn/Equip	<u>3,801.39</u>
Total Expense	<u>124,907.32</u>
Net Income	<u><u>162,648.50</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL
Balance Sheet
As of August 31, 2010

	<u>Aug 31, 10</u>
ASSETS	
Current Assets	
Checking/Savings	
1113 · New Facility - CD CCBG	260,995.05
1116 · Premier - Revenue Op Acct	
1117 · Cheerleaders - Restricted	3,754.30
1118 · PTO - Restricted	7,305.34
1119 · FBLA - Restricted	3,958.85
1120 · Classic Modeling - Restricted	1,991.95
1121 · Athletics - Restricted	1,381.77
1122 · Hospitality - Restricted	522.58
1123 · Inez M. Holt Library-Restricted	1,250.00
1116 · Premier - Revenue Op Acct - Other	1,208,092.02
Total 1116 · Premier - Revenue Op Acct	<u>1,228,256.81</u>
1124 · Premier - Debt Service Acct	
1125 · Capital Outlay Restricted	143,489.32
1124 · Premier - Debt Service Acct - Other	147,600.00
Total 1124 · Premier - Debt Service Acct	<u>291,089.32</u>
1126 · Premier - Reserve Account	147,600.00
Total Checking/Savings	<u>1,927,941.18</u>
Other Current Assets	
1230 · Prepaid Insurance	31,230.21
Total Other Current Assets	<u>31,230.21</u>
Total Current Assets	<u>1,959,171.39</u>
Fixed Assets	
1310 · Land	207,584.70
1320 · Building Improvements	9,075.00
1330 · School and Improvements	2,615,111.85
1339 · Accumulated Depreciation	-250,132.74
1340 · Computers & Equipments	164,590.77
1341 · Furniture and Equipment	46,693.00
1350 · Automobile/van	12,837.00
1360 · CIP - New School	477,142.69
Total Fixed Assets	<u>3,282,902.27</u>
TOTAL ASSETS	<u><u>5,242,073.66</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL

Balance Sheet
As of August 31, 2010

Aug 31, 10

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Other Current Liabilities

2110 · Direct Deposit Liabilities	37,011.78
2112 · Accured Profit Sharing	161,775.00
2113 · Payroll Liabilities	1,982.67
2115 · Unemployment Payable	554.11
2116 · Child Support	1,234.01
2117 · Fica & Fed W/H	1,303.39
2120 · Accounts Payables	12,056.00
2140 · Construction Payable	10,000.00
2150 · Retainage Payable	31,077.30
2201 · Parent Teach. Org. Account	7,305.34
2202 · CACS Cheerleaders	3,754.30
2203 · FBLA (Future Bus. Leader)	3,958.85
2205 · Classic Modeling Company	1,991.95
2206 · CACS Athletic Department	1,381.77
2207 · Staff Hospitality	522.58
2208 · Inez M. Holt Library/Media Cent	1,250.00
2230 · Gadsden Co School Payables	
2231 · GCSB/Student Breakfast/Lunch	546.95

Total 2230 · Gadsden Co School Payables 546.95

Total Other Current Liabilities 277,706.00

Total Current Liabilities 277,706.00

Long Term Liabilities

2310 · RD Loan 2,304,493.14

Total Long Term Liabilities 2,304,493.14

Total Liabilities 2,582,199.14

Equity

2760 · Retained Earnings 2,528,027.05

Net Income 131,847.47

Total Equity 2,659,874.52

TOTAL LIABILITIES & EQUITY 5,242,073.66

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEMS: Finalized 2009-2010 Superintendent's Annual Financial Report

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the finalized 2009-2010 Superintendent's Annual Financial Report.

Governmental Accounting Standards Board (GASB) requires all governments, including special-purpose governments such as school districts, to implement a financial reporting model comprised of Management's Discussion and Analysis (MD&A), basic financial statements, notes to the financial statements, and other required supplementary information. Also, the Report complies with the format for the Comprehensive Annual Financial Report presented in the *Codification of Governmental Accounting and Financial Reporting Standards* (Statement 34 Edition) published by the GASB.

FUND SOURCE: All Funds

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

**FLORIDA DEPARTMENT OF EDUCATION
SUPERINTENDENT'S ANNUAL FINANCIAL REPORT (ESE 145)
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
For the Fiscal Year Ended June 30, 2010**

Return completed form to: Department of Education Office of Funding and Financial Reporting 325 W. Gaines St., Room 824 Tallahassee, FL 32399-0400
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The Superintendent's Annual Financial Report (ESE 145) for the fiscal year ended June 30, 2010, was submitted in accordance with Rule 6A-1.0071, F.A.C. (Section 1001.51(12)(b), F.S.). This report was approved by the school board on September 7, 2010.


District Superintendent's Signature

Date 9/13/10

GADSDEN COUNTY DISTRICT SCHOOL BOARD

MANAGEMENT'S DISCUSSION AND ANALYSIS

The Management of the Gadsden County District School Board has prepared the following discussion and analysis of financial activities for the fiscal year ended June 30, 2010. The intent of this discussion and analysis is to (a) assist the reader in focusing on significant financial issues, (b) provide an overview and analysis of the District's financial activities, (c) identify changes in the District's financial position, (d) identify material deviations from the approved budget, and (e) highlight significant issues in individual funds. Because the information contained in the Management's Discussion and Analysis (MD&A) is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the District's financial statements and notes to financial statements.

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2010 fiscal year are as follows:

- The District's total net assets decreased by \$534 thousand, or .7 percent.
- General revenues total \$54 million, or 90 percent of all revenues in the 2010 fiscal year, as compared to \$52.5 million, or 83 percent for the 2009 fiscal year. Program specific revenues in the form of charges for services, operating grants and contributions, and capital grants and contributions total \$6.4 million, or 10 percent as compared to \$10.7 million, or 17 percent in the prior year.
- The unreserved fund balance of the General Fund, representing the net current financial resources available for general appropriation by the Board, totals \$2.5 million at June 30, 2010, or 6 percent of General Fund expenditures as compared to \$1.8 million, or 4 percent at June 30, 2009.
- During the current year, General Fund revenues exceeded expenditures by \$977 thousand. This may be compared to last year's results in which General Fund expenditures exceeded revenues by \$222 thousand.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- Government-wide financial statements
- Fund financial statements
- Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the District's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the District presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the District. The statement of activities presents information about the change in the District's net assets, the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the District's financial health is improving or deteriorating.

The government-wide statements present the District's activities in two categories:

- Governmental activities – This represents most of the District's services, including its educational programs: basic, vocational, adult, and exceptional education. Support functions such as

transportation and administration are also included. Local property taxes and the state's education finance program provide most of the resources that support these activities.

- Component units – The District presents a charter school as a separate legal entity as discretely presented component unit. Although a legally separate organization, the component unit is included in this report because it meets the criteria for inclusion provided by generally accepted accounting principles. Financial information for the component unit is reported separately from the financial information presented for the primary government.

Over a period of time, changes in the District's net assets are an indication of improving or deteriorating financial condition. This information should be evaluated in conjunction with other non-financial factors, such as changes in the District's property tax base, student enrollment, and the condition of the District's capital assets, including its school buildings and administrative facilities.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements and prudent fiscal management. Certain funds are established by law while others are created by legal agreements, such as bond covenants. Fund financial statements provide more detailed information about the District's financial activities, focusing on its most significant or "major" funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide statements. All of the District's funds may be classified within one of two broad categories discussed below.

Governmental Funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds use a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. This financial resources measurement focus allows the governmental fund statements to provide information on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund statements provide a detailed short-term view that may be used to evaluate the District's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental funds to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the District's most significant funds. The District's major funds are the General Fund, Special Revenue – Other Fund, Special Revenue – ARRA Economic Stimulus Fund, Capital Projects – Local Capital Improvement Fund, and Capital Projects – Other Fund. Data from other governmental funds are combined into a single, aggregated presentation.

The district adopts an annual appropriated budget for its governmental funds. A budgetary comparison schedule has been provided for the General and major Special Revenue Funds to demonstrate compliance with the budget.

Fiduciary Funds. Fiduciary funds are used to report assets held in a trustee or fiduciary capacity for the benefit of external parties, such as student activity funds. Fiduciary funds are not reflected in the government-wide statements because the resources are not available to support the District's own programs. In its fiduciary capacity, the District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes. The district uses agency funds to account for resources held for student activities and groups.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

Other Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the District's net assets as of June 30, 2010, compared to net assets as of June 30, 2009:

Net Assets, End of Year

	Governmental Activities	
	6-30-10	6-30-09
Current and Other Assets	\$ 8,046,330	\$ 5,704,912
Capital Assets	74,691,395	76,771,476
Total Assets	\$ 82,737,724	\$ 82,476,388
Other Liabilities	517,975	328,528
Long-Term Liabilities	6,425,076	5,596,867
Total Liabilities	\$ 6,943,051	\$ 5,925,395
Net Assets:		
Invested in Capital Assets -		
Net of Debt	73,086,395	74,996,476
Restricted	4,569,564	3,114,892
Unrestricted (Deficit)	(1,861,285)	(1,560,376)
Total Net Assets	\$ 75,794,673	\$ 76,550,993

- 756,320

The largest portion of the District's net assets (96 percent) reflects its investment in capital assets (e.g., land, buildings, furniture and equipment), less any related debt still outstanding. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

The restricted portion of the District's net assets (6 percent) represents resources that are subject to external restrictions on how they may be used. The unrestricted net assets may be used to meet the government's ongoing obligations to students, employees, and creditors.

The key elements of the changes in the District's net assets for the fiscal years ended June 30, 2010, and June 30, 2009, are as follows:

Operating Results for the Year

	Governmental Activities	
	6-30-10	6-30-09
Program Revenues:		
Charges for Services	\$ 413,023	\$ 511,676
Operating Grants and Contributions	5,283,980	5,175,263
Capital Grants and Contributions	677,298	5,045,293
General Revenues:		
Property Taxes, Levied for Operational Purposes	9,647,014	8,516,786
Property Taxes, Levied for Capital Projects	2,243,610	2,552,153
Grants and Contributions Not Restricted to Specific Programs	41,777,095	40,787,475
Unrestricted Investment Earnings	57,106	19,414
Miscellaneous	872,812	642,394
Total Revenues	\$ 60,971,938	\$ 63,250,456
Functions/Program Expenses:		
Instruction	\$ 29,470,048	\$ 28,177,837
Pupil Personnel Services	2,983,096	3,408,456
Instructional Media Services	844,687	752,574
Instruction and Curriculum Development Services	2,234,862	2,491,951
Instructional Staff Training	1,153,342	1,437,204
Instruction Related Technology	74,165	77,300
Board of Education	712,686	636,435
General Administration	855,270	917,961
School Administration	3,455,598	2,902,536
Facilities Acquisition and Construction	1,603,620	1,195,346
Fiscal Services	521,363	488,691
Food Services	3,364,310	3,317,773
Central Services	435,108	409,333
Pupil Transportation Services	3,664,558	3,696,528
Operation of Plant	5,340,082	5,368,805
Maintenance of Plant	1,479,346	1,548,646
Administrative Technology Services	444,077	526,526
Community Services	450,466	334,208
Interest on Long-Term Debt	88,067	95,904
Unallocated Depreciation Expenses	2,331,645	2,282,361
Total Functions/Program Expenses	\$ 61,506,397	\$ 60,066,378
Increase (Decrease) in Net Assets	\$ (534,458)	\$ 3,184,078

State revenues decreased by \$7.9 million or 20 percent, primarily due to a decrease Florida Education Finance Program (FEFP) and Public Education Capital Outlay funding. Local tax revenue decreased \$132 thousand or 1.2 percent, due to an additional tax levy for operating purposes. The largest revenue source is State revenue (51 percent).

Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data, and is

designed to maintain equity in funding across all Florida school districts, taking into consideration the District's funding ability based on the local property tax base.

Other State revenues are primarily for meeting the requirements of the Class Size Amendment. Other State revenues decreased by \$7.2 million, or 43 percent, from the previous year due the reduction of Public Education Capital Outlay Funds.

Instructional expenses represent 60 percent of total governmental expenses in the 2009-10 fiscal year. Instructional expenses increased by \$414 thousand, or 1.1 percent, from the previous year due mainly to an increase in employment of additional instructional staff related to class size reduction.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

Major Governmental Funds

The General Fund is the chief operating fund of the District. At the end of the current fiscal year, unreserved fund balance is \$2.5 million, while the total fund balance is \$3.6 million. The unreserved fund balance increased by \$714 thousand, while the total fund balance increased by \$125 thousand during the fiscal year. Key factors in this growth are as follows:

- Total Revenue increased by \$2.3 million due mainly to the reduction in State and Local funding.
- Total Expenditures decreased by \$3.1 million, due mainly to receiving the Federal Stimulus Funds recorded in the ARRA Federal; Stimulus Funds. The funds were used to pay for annual contract teachers' salaries.

Special Revenue - Other Federal Programs – Other Federal Programs accounts for the financial resources of certain Federal grant programs.

Special Revenue - ARRA Economic Stimulus Fund – to account for certain Federal grant program resources related to the American Recovery and Reinvestment Act of 2009.

The Capital Projects – Local Capital Improvement Fund has a total fund balance of \$2.5 million, all of which is restricted for the acquisition, construction, and maintenance of capital assets. The fund balance decreased in the current year due to the completion of renovations of various facilities and the purchases of buses.

GENERAL FUND BUDGETARY HIGHLIGHTS

Over the course of the year, the District revises its budget and brings amendments to the Board when needed. These amendments are needed to adjust to actual revenues received and direct resources where needed. The Board approves the final amendment to the budget after year-end.

OTHER MATTERS OF SIGNIFICANCE

Revenues from State sources for current operations are primarily from the Florida Education Finance Program administered by the Florida Department of Education under provisions of Section 1011.62, Florida Statutes. Funding from this formula is based on factors such as the legislative determination of the Base Student Allocation, and the number of Full Time Equivalent Students enrolled in the district. Given the current local and State economy, the district will continue to see a reduction in State formula funding. To date the District has been able to offset the reduction in State and local funding through Federal ARRA Stimulus funding. The District will continue with current plans to reduce expenses and build reserves to offset future reductions.

CAPITAL ASSETS AND LONG-TERM DEBT

Capital Assets

The District's investment in capital assets for its governmental activities as of June 30, 2010, amounts to \$74.7 million (net of accumulated depreciation). This investment in capital assets includes land;

improvements other than buildings; buildings and fixed equipment; furniture, fixtures, and equipment; motor vehicles; property under capital lease; construction in progress; and computer software.

There were no major capital asset events during the current fiscal year. Additional information on the District's capital assets can be found in the Notes to Financial Statements section.

Long-Term Debt

At June 30, 2010, the District has total long-term debt outstanding of \$2.04 million. This amount is comprised of bonds payable. During the year, retirement of debt amounted to \$1.6 million.

Additional information on the District's long-term debt can be found in the Notes to the Financial Statements section.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Gadsden County District School Board's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Bonnie Wood, Assistant Superintendent of Business, Gadsden County District School Board, 35 Martin Luther King, Jr. Boulevard, Quincy, FL 32351.

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF NET ASSETS
June 30, 2010

ASSETS	Account Number	Primary Government	Total Nonmajor
		Governmental Activities	Component Units
Cash and Cash Equivalents	1110	5,757,413.75	0.00
Investments	1160	66,107.67	0.00
Taxes Receivable, Net	1120		0.00
Accounts Receivable, Net	1130	54,163.54	0.00
Interest Receivable	1170		0.00
Due from Reinsurer	1180		0.00
Deposits Receivable	1210		0.00
Due from Other Agencies	1220	1,837,768.29	0.00
Internal Balances		55,527.72	0.00
Inventory	1150	274,946.85	0.00
Prepaid Items	1230	401.70	0.00
<i>Restricted Assets:</i>			
Cash with Fiscal Agent	1114		0.00
<i>Deferred Charges:</i>			
Issuance Costs			0.00
<i>Noncurrent Assets:</i>			
Other Post-employment Benefits Obligation (asset)	1410		0.00
<i>Capital Assets:</i>			
Land	1310	1,801,806.54	0.00
Land Improvements - Nondepreciable	1315		0.00
Construction in Progress	1360		0.00
Improvements Other Than Buildings	1320	3,891,312.90	0.00
Less Accumulated Depreciation	1329	(2,627,456.67)	0.00
Buildings and Fixed Equipment	1330	93,551,488.44	0.00
Less Accumulated Depreciation	1339	(25,589,311.11)	0.00
Furniture, Fixtures and Equipment	1340	7,374,153.81	0.00
Less Accumulated Depreciation	1349	(5,201,908.11)	0.00
Motor Vehicles	1350	5,847,209.83	0.00
Less Accumulated Depreciation	1359	(4,474,505.40)	0.00
Property Under Capital Leases	1370		0.00
Less Accumulated Depreciation	1379		0.00
Audio Visual Materials	1381		0.00
Less Accumulated Depreciation	1388		0.00
Computer Software	1382	118,604.53	0.00
Less Accumulated Amortization	1389		0.00
Total Capital Assets net of Accum. Dep'n		74,691,394.76	0.00
Total Assets		82,737,724.28	0.00
LIABILITIES AND NET ASSETS			
LIABILITIES			
Salaries and Wages Payable	2110	31.52	0.00
Payroll Deductions and Withholdings	2170	1,130.30	0.00
Accounts Payable	2120	507,660.55	0.00
Judgments Payable	2130		0.00
Construction Contracts Payable	2140		0.00
Construction Contracts Retainage Payable	2150		0.00
Due to Fiscal Agent	2240		0.00
Accrued Interest Payable	2210		0.00
Deposits Payable	2220		0.00
Due to Other Agencies	2230	5,550.00	0.00
Sales Tax Payable	2260		0.00
Deferred Revenue	2410	3,602.16	0.00
Estimated Unpaid Claims	2271		0.00
Estimated Liability for Claims Adjustment	2272		0.00
Estimated Liability for Arbitrage Rebate	2280		0.00
<i>Noncurrent Liabilities:</i>			
<i>Portion Due Within One Year:</i>			
Section 1011.13, F.S., Notes Payable	2250		0.00
Notes Payable	2310		0.00
Obligations Under Capital Leases	2315		0.00
Bonds Payable	2320	175,000.00	0.00
Liability for Compensated Absences	2330	600,000.00	0.00
Certificates of Participation Payable	2340		0.00
Estimated Liability for Long-Term Claims	2350		0.00
Other Post-employment Benefits Obligation	2360		0.00
Estimated PECO Advance Payable	2370		0.00
Estimated Liability for Arbitrage Rebate	2280		0.00
<i>Portion Due After One Year:</i>			
Notes Payable	2310		0.00
Obligations Under Capital Leases	2315		0.00
Bonds Payable	2320	1,430,000.00	0.00
Liability for Compensated Absences	2330	2,461,890.41	0.00
Certificates of Participation Payable	2340	2,139,198.00	0.00
Estimated Liability for Long-Term Claims	2350		0.00
Other Post-employment Benefits Obligation	2360		0.00
Estimated PECO Advance Payable	2370		0.00
Estimated Liability for Arbitrage Rebate	2280		0.00
Total Liabilities		7,324,062.94	0.00
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	2770	73,086,394.76	0.00
<i>Restricted For:</i>			
Categorical Carryover Programs	2780		0.00
Food Service	2780		0.00
Debt Service	2780		0.00
Capital Projects	2780		0.00
Other Purposes	2780		0.00
Unrestricted	2790	2,327,266.58	0.00
Total Net Assets		75,413,661.34	0.00
Total Liabilities and Net Assets		82,737,724.28	0.00

The accompanying notes to financial statements are an integral part of this statement.
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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2010

FUNCTIONS	Account Number	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Assets	
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Primary Government	Total Nonmajor
						Governmental Activities	Component Units
<i>Governmental Activities:</i>							
Instruction	5000	29,470,048.49	109,572.48			(29,360,476.01)	
Pupil Personnel Services	6100	2,983,095.91				(2,983,095.91)	
Instructional Media Services	6200	844,687.16				(844,687.16)	
Instruction and Curriculum Development Services	6300	2,234,862.47				(2,234,862.47)	
Instructional Staff Training Services	6400	1,153,342.02				(1,153,342.02)	
Instruction Related Technology	6500	74,164.69				(74,164.69)	
School Board	7100	712,685.78				(712,685.78)	
General Administration	7200	855,269.98				(855,269.98)	
School Administration	7300	3,455,597.63				(3,455,597.63)	
Facilities Acquisition and Construction	7400	1,603,619.60			236,682.69	(1,366,936.91)	
Fiscal Services	7500	521,363.34				(521,363.34)	
Food Services	7600	3,364,309.66	225,577.84	3,418,438.31		279,706.49	
Central Services	7700	435,108.46				(435,108.46)	
Pupil Transportation	7800	3,664,557.87	77,872.51	1,865,542.00		(1,721,143.36)	
Operation of Plant	7900	5,340,082.48				(5,340,082.48)	
Maintenance of Plant	8100	1,479,346.19				(1,286,147.19)	
Administrative Technology Services	8200	444,077.18			193,199.00	(444,077.18)	
Community Services	9100	450,465.85				(450,465.85)	
Interest on Long-term Debt	9200	88,066.63			247,415.98	159,349.35	
Unallocated Depreciation/Amortization Expense*		2,331,645.32				(2,331,645.32)	
Total Governmental Activities		61,506,396.71	413,022.83	5,283,980.31	677,297.67	(55,132,095.90)	
Total Nonmajor Component Units							

General Revenues:

Taxes:

- Property Taxes, Levied for Operational Purposes
- Property Taxes, Levied for Debt Service
- Property Taxes, Levied for Capital Projects
- Local Sales Taxes
- Grants and Contributions Not Restricted to Specific Programs
- Investment Earnings
- Miscellaneous

Total General Revenues, Special Items, Extraordinary Items, and Transfers

Change in Net Assets

- Net Assets - July 1, 2009
- Net Assets - June 30, 2010

	9,647,014.35
	2,243,610.43
	41,777,094.73
	57,105.67
	872,812.23
	54,597,637.41
	(534,458.49)
	76,329,132.25
	75,794,673.76

*This amount excludes the depreciation/amortization that is included in the direct expenses of the various functions.

The accompanying notes to financial statements are an integral part of this statement.
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	Account Number	General 100	Other Federal Programs 420	ARRA Economic Stimulus Funds 430	Capital Improvement Section 1011.71(2) F.S. 370	Other Governmental Funds	Total Governmental Funds
ASSETS							
Cash and Cash Equivalents	1110	2,051,688.57	4,429.03	3,602.16	2,479,798.26	1,217,895.73	5,757,413.75
Investments	1160	66,107.67	0.00	0.00	0.00	0.00	66,107.67
Accounts Receivable, Net	1130	53,974.54	189.00	0.00	0.00	0.00	54,163.54
<i>Due From Other Funds:</i>							
<i>Budgetary Funds</i>							
Internal Funds	1141	1,227,771.60	0.00	0.00	142,980.00	0.00	1,370,751.60
Due from Other Agencies	1142	54,291.83	0.00	0.00	0.00	1,235.89	55,527.72
Inventory	1220	284,267.66	1,130,333.01	281,843.38	2,567.19	138,757.05	1,837,768.29
Prepaid Items	1150	157,363.72	0.00	0.00	0.00	117,583.13	274,946.85
Prepaid Items	1230	0.00	401.70	0.00	0.00	0.00	401.70
Total Assets		3,895,465.59	1,135,352.74	285,445.54	2,625,345.45	1,475,471.80	9,417,081.12
LIABILITIES AND FUND BALANCES							
LIABILITIES							
Salaries, Benefits and Payroll Taxes Payable	2110	31.52	0.00	0.00	0.00	0.00	31.52
Payroll Deductions and Withholdings	2170	1,130.30	0.00	0.00	0.00	0.00	1,130.30
Accounts Payable	2120	192,306.81	177,700.86	7,294.64	117,119.42	13,238.82	507,660.55
Matured Bonds Payable	2180	0.00	0.00	0.00	0.00	5,200.00	5,200.00
Matured Interest Payable	2190	0.00	0.00	0.00	0.00	350.00	350.00
<i>Due to Other Funds:</i>							
<i>Budgetary Funds</i>							
Unearned Revenue	2161	142,980.00	953,222.86	274,548.74	0.00	0.00	1,370,751.60
Unearned Revenue	2410	0.00	0.00	3,602.16	0.00	0.00	3,602.16
Total Liabilities		336,448.63	1,130,923.72	285,445.54	117,119.42	18,788.82	1,888,726.13
FUND BALANCES							
<i>Reserved For:</i>							
<i>State Required Carryover Programs</i>							
Encumbrances	2710	604,654.74	0.00	0.00	0.00	0.00	604,654.74
Inventory	2720	239,939.52	0.00	0.00	634,383.81	0.00	874,323.33
Inventory	2730	157,363.72	0.00	0.00	0.00	117,583.13	274,946.85
<i>Unreserved:</i>							
<i>Designated for, reported in:</i>							
<i>Annual Leave Payments</i>							
General Fund	2760	818,759.39	0.00	0.00	0.00	0.00	818,759.39
<i>Undesignated, reported in:</i>							
<i>General Fund</i>							
Special Revenue Funds	2760	1,738,299.59	0.00	0.00	0.00	0.00	1,738,299.59
Debt Service Funds	2760	0.00	4,429.02	0.00	0.00	342,798.23	347,227.25
Capital Projects Funds	2760	0.00	0.00	0.00	0.00	46,880.06	46,880.06
Total Fund Balances	2700	3,559,016.96	4,429.02	0.00	1,873,842.22	949,421.56	2,823,263.78
Total Liabilities and Fund Balances		3,895,465.59	1,135,352.74	285,445.54	2,625,345.45	1,475,471.80	9,417,081.12

The accompanying notes to financial statements are an integral part of this statement.

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE GOVERNMENT-WIDE STATEMENT OF NET ASSETS
For the Fiscal Year Ended June 30, 2010

Total Fund Balances - Governmental Funds	\$ 7,528,354.99
Amounts reported for <i>governmental activities</i> in the statement of net assets are different because:	
Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and, therefore, are not reported as assets in the governmental funds.	74,691,394.76
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds.	(6,425,075.99)
Total Net Assets - Governmental Activities	<u>\$ 75,794,673.76</u>

The accompanying notes to financial statements are an integral part of this statement.
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DISTRICT SCHOOL BOARD OF GARDNER COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 GOVERNMENTAL FUNDS
 For the Fiscal Year Ended June 30, 2010

	Account Number	General 100	Other Federal Programs 420	ARRA Economic Stimulus Funds 430	Capital Improvement Section 1011.71(2) F.S. 370	Other Governmental Funds	Total Governmental Funds
REVENUES							
Federal Direct	3100	235,011.56	2,293,266.39	102,029.53	0.00	0.00	2,630,307.48
Federal Through State and Local	3200	966,173.28	5,328,402.98	4,118,316.67	0.00	3,334,923.31	13,747,816.24
State Sources	3300	30,796,235.62	0.00	0.00	0.00	564,013.37	31,360,248.99
<i>Local Sources:</i>							
Property Taxes Levied for Operational Purposes	3411	8,903,050.19	0.00	0.00	0.00	0.00	8,903,050.19
Property Taxes Levied for Capital Projects	3413	0.00	0.00	0.00	2,060,765.33	0.00	2,060,765.33
Charges for Service - Food Service	345X	0.00	0.00	0.00	0.00	225,577.84	225,577.84
Other Local Revenue		1,840,350.24	0.00	0.00	183,899.42	1,216.18	2,025,465.84
Total Local Sources	3400	10,743,400.43	0.00	0.00	2,244,664.75	226,794.02	13,214,859.20
Total Revenues		42,740,820.89	7,621,669.37	4,220,346.20	2,244,664.75	4,125,730.70	60,953,231.91
EXPENDITURES							
<i>Current:</i>							
Instruction	5000	21,476,746.14	3,920,627.92	3,312,129.71	0.00	0.00	28,709,503.77
Pupil Personnel Services	6100	1,631,544.79	1,003,027.22	317,134.58	0.00	0.00	2,951,706.59
Instructional Media Services	6200	753,636.35	47,160.98	21,938.70	0.00	0.00	822,736.03
Instruction and Curriculum Development Services	6300	1,237,259.21	959,596.34	62,376.27	0.00	0.00	2,259,231.82
Instructional Staff Training Services	6400	187,899.52	845,967.45	123,304.30	0.00	0.00	1,157,171.27
Instruction Related Technology	6500	55,108.28	17,979.19	0.00	0.00	0.00	73,087.47
School Board	7100	679,000.36	412.37	33,273.05	0.00	0.00	712,685.78
General Administration	7200	602,766.72	230,006.47	3,188.62	0.00	0.00	835,961.81
School Administration	7300	3,401,225.51	31,016.51	0.00	0.00	0.00	3,432,242.02
Facilities Acquisition and Construction	7410	75,893.63	8,640.00	14,485.80	0.00	0.00	99,019.43
Fiscal Services	7500	503,703.75	0.00	0.00	0.00	0.00	503,703.75
Food Services	7600	10,587.18	0.00	851.64	0.00	3,353,796.83	3,365,235.65
Central Services	7700	347,108.52	77,126.50	325.00	0.00	0.00	424,560.02
Pupil Transportation Services	7800	3,153,677.51	280,636.14	0.00	0.00	0.00	3,434,313.65
Operation of Plant	7900	5,259,620.69	35,794.44	0.00	0.00	0.00	5,295,415.13
Maintenance of Plant	8100	1,497,793.11	0.00	0.00	0.00	0.00	1,497,793.11
Administrative Technology Services	8200	407,317.03	27,134.31	0.00	0.00	0.00	434,451.34
Community Services	9100	382,070.85	49,164.48	0.00	0.00	0.00	431,235.33
<i>Debt Service: (Function 9200)</i>							
Retirement of Principal	710	0.00	0.00	0.00	0.00	160,000.00	160,000.00
Interest	720	0.00	0.00	0.00	0.00	86,722.03	86,722.03
Dues, Fees and Issuance Costs	730	0.00	0.00	0.00	0.00	1,419.27	1,419.27
<i>Capital Outlay:</i>							
Facilities Acquisition and Construction	7420	0.00	3,620.00	0.00	816,020.98	563,749.60	1,383,390.58
Other Capital Outlay	9300	100,362.27	83,759.05	331,338.53	0.00	1,135.60	516,595.45
Total Expenditures		41,763,321.42	7,621,669.37	4,220,346.20	816,020.98	4,166,823.33	58,588,181.30
Excess (Deficiency) of Revenues Over (Under) Expenditures		977,499.47	0.00	0.00	1,428,643.77	(41,092.63)	2,365,050.61
OTHER FINANCING SOURCES (USES)							
Refunding Bonds Issued	3715	0.00	0.00	0.00	0.00	125,000.00	125,000.00
Premium on Refunding Bonds	3792	0.00	0.00	0.00	0.00	11,060.35	11,060.35
Loss Recoveries	3740	7,645.96	0.00	0.00	0.00	0.00	7,645.96
Payments to Refunded Bond Escrow Agent (Function 9299)	760	0.00	0.00	0.00	0.00	(134,925.33)	(134,925.33)
Transfers In	3600	485,495.00	0.00	0.00	0.00	0.00	485,495.00
Transfers Out	9700	0.00	0.00	0.00	(485,495.00)	0.00	(485,495.00)
Total Other Financing Sources (Uses)		493,140.96	0.00	0.00	(485,495.00)	1,135.02	8,780.98
Net Change in Fund Balances		1,470,640.43	0.00	0.00	943,148.77	(39,957.61)	2,373,831.59
Fund Balances, July 1, 2009	2800	2,221,528.70	4,429.02	0.00	1,565,077.26	1,496,623.27	5,287,658.25
Adjustment to Fund Balances	2891	(133,152.17)	0.00	0.00	0.00	17.32	(133,134.85)
Fund Balances, June 30, 2010	2700	3,559,016.96	4,429.02	0.00	2,508,226.03	1,456,682.98	7,528,354.99

The accompanying notes to financial statements are an integral part of this statement.
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**DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE
 GOVERNMENT-WIDE STATEMENT OF ACTIVITIES
 For the Fiscal Year Ended June 30, 2010**

Net Change in Fund Balances - Governmental Funds	\$ 2,373,831.59
Amounts reported for <i>governmental activities</i> in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over the assets' estimated useful lives as depreciation expense. This is the amount of depreciation expense in excess of capital outlays in the current period.	(1,932,806.01)
Bond proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net assets. Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets. This is the amount by which proceeds exceeded repayments in the current period.	(975,484.07)
Change in Net Assets of Governmental Activities	<u>\$ (534,458.49)</u>

The accompanying notes to financial statements are an integral part of this statement.
 ESE 145

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
FIDUCIARY FUNDS
June 30, 2010

	Account Number	Total Agency Funds 89X
ASSETS		
Cash and Cash Equivalents	1110	265,433.00
Total Assets		265,433.00
LIABILITIES		
Internal Accounts Payable	2290	258,259.00
Total Liabilities		258,259.00
NET ASSETS		
Assets Held in Trust for Pension Benefits		
Assets Held in Trust for Scholarships and Other Purposes		
Total Net Assets		

The accompanying notes to financial statements are an integral part of this statement.
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**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

➤ **Reporting Entity**

The District School Board has direct responsibility for operation, control, and supervision of District schools and is considered a primary government for financial reporting. The Gadsden County School District is considered part of the Florida system of public education. The governing body of the school district is the Gadsden County District School Board which is composed of five elected members. The elected Superintendent of Schools is the executive officer of the School Board. Geographic boundaries of the District correspond with those of Gadsden County.

Criteria for determining if other entities are potential component units which should be reported within the District's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the District School Board is financially accountable and other organizations for which the nature and significance of their relationship with the School Board are such that exclusion would cause the District's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the District.

➤ **Basis of Presentation**

Government-wide Financial Statements - Government-wide financial statements, including the statement of net assets and the statement of activities, present information about the School District as a whole. These statements include the nonfiduciary financial activity of the School District.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are thereby clearly identifiable to a particular function. Depreciation expense associated with the District's transportation department is allocated to the transportation function, while remaining depreciation expense is not readily associated with a particular function and is reported as unallocated.

Program revenues include charges paid by the recipient of the goods or services offered by the program, and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

The effects of interfund activity have been eliminated from the government-wide financial statements.

GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Exhibit D-1

Fund Financial Statements - Fund financial statements report detailed information about the District in the governmental and fiduciary funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Nonmajor funds are aggregated and reported in a single column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The District reports the following major governmental funds:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.
- Special Revenue – Food Service Fund – to account for the District’s food service program.
- Special Revenue – Other Fund – to account for certain Federal grant program resources.
- Special Revenue – ARRA Economic Stimulus Fund – to account for certain Federal grant program resources related to the American Recovery and Reinvestment Act (ARRA).
- Capital Projects – Local Capital Improvement Fund – to account for the financial resources generated by the local capital improvement tax levy to be used for educational capital outlay needs, including new construction and renovation and remodeling projects.

Additionally, the District reports the following fiduciary fund type:

- Agency Funds – to account for resources of the school internal funds which are used to administer moneys collected at several schools in connection with school, student athletic, class, and club activities.

➤ **Basis of Accounting**

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting, as are the fiduciary fund financial statements. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized in the year for which they are levied. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The District considers revenues to be available if they are collected within 60 days of the end

GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Exhibit D-1

of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis of accounting, expenditures are generally recognized when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, postemployment healthcare benefits, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

➤ **Deposits and Investments**

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term, highly liquid investments with original maturities of three months or less. Investments classified as cash equivalents include amounts placed with the State board of Administration (SBA) Local Government Surplus Funds Trust Fund Investment Pool (LGIP), which, effective July 1, 2009, is known as Florida PRIME.

Cash deposits are held by banks qualified as public depositories under Florida law. All deposits are insured by Federal depository insurance up to specified limits, and collateralized with securities held in Florida's multiple financial institution collateral pool as required by Chapter 280, Florida Statutes.

Investments consist of amounts placed in SBA Debt Service accounts for investments of debt service moneys, and amounts placed with SBA for participation in LGIP and Fund B Surplus Funds Trust Fund (Fund B) investments pools created by Sections 218.405 and 218.417, Florida Statutes. The investment pools operate under investment guidelines established by Section 215.47, Florida Statutes.

The District's investments in the LGIP, which the SBA indicates is a Securities and Exchange Commission Rule 2a7-like external investment pool, as of June 30, 2009, are similar to money market funds in which shares are owned in the fund rather than the underlying investments. These investments are reported at fair value, which is amortized cost.

The District's investments in the Fund B are accounted for as a fluctuating net asset value pool, with a fair value factor of 0.67353149 at June 30, 2010. The Fund B is not subject to participant withdrawal requests. Distributions from Fund B, as determined by the SBA, are effected by transferring eligible cash or securities to LGIP, consistent with the pro rata allocation of pool shareholders of record at the creation of Fund B. One hundred percent of such distributions from Fund B are available as a liquid balance within LGIP.

Types and amounts of investments held at fiscal year-end are described in a subsequent note on investments.

➤ **Inventories**

Inventories consist of expendable supplies held for consumption in the course of District operations. Inventories are stated at cost on the first-in, first-out basis for maintenance department inventories; weighted-average for warehouse inventories; moving weighted-average for transportation; and last invoice price, which approximates the first-in, first-out

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

basis for purchased foods and nonfood inventories. United States Department of Agriculture surplus commodities are stated at their fair value as determined at the time of donation to the District's food service program by the Florida Department of Agriculture and Consumer Services, Bureau of Food Distribution. The costs of inventories are recorded as expenditures when used rather than purchased.

➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general District purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of net assets but are not reported in the governmental fund financial statements. Capital assets are defined by the District as those costing more than \$750 for assets acquired on or after the 2006-07 fiscal year. The capitalization threshold prior to that period was \$500, and those assets remain in the capital asset balances. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation.

Interest costs incurred during construction of capital assets are not considered material and are not capitalized as part of the cost of construction.

Buildings and fixed equipment are depreciated using the straight-line method, with all other assets being depreciated using the composite method of depreciation, over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Improvements Other than Buildings	10 - 35 years
Buildings and Fixed Equipment	15 - 50 years
Furniture, Fixtures, and Equipment	5 - 7 years
Motor Vehicles	5 - 10 years
Audio Visual Materials and Computer Software	3 - 5 years

Current-year information relative to changes in capital assets is described in a subsequent note.

➤ **Long-Term Liabilities**

Long-term obligations that will be financed from resources to be received in the future by governmental funds are reported as liabilities in the government-wide statement of net assets.

In the governmental fund financial statements, bonds and other long-term obligations are not recognized as liabilities until due.

In the government-wide financial statements, compensated absences (i.e., paid absences for employee vacation leave and sick leave) are accrued as liabilities to the extent that it is probable that the benefits will result in termination payments. A liability for these amounts

GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Exhibit D-1

is reported in the governmental fund financial statements only if it has matured, such as for occurrences of employee resignations and retirements.

Changes in long-term liabilities for the current year are reported in a subsequent note.

➤ **State Revenue Sources**

Revenues from State sources for current operations are primarily from the Florida Education Finance Program administered by the Florida Department of Education (Department) under the provisions of Section 1011.62, Florida Statutes. In accordance with this law, the District determines and reports the number of full-time equivalent (FTE) students and related data to the Department. The Department performs certain edit checks on the reported number of FTE and related data, and calculates the allocation of funds to the District. The District is permitted to amend its original reporting for a period of nine months following the date of the original reporting. Such amendments may impact funding allocations for subsequent years. The Department may also adjust subsequent fiscal period allocations based upon an audit of the District's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The State provides financial assistance to administer certain categorical educational programs. State Board of Education rules require that revenue earmarked for certain programs be expended only for the program for which the money is provided, and require that the money not expended as of the close of the fiscal year be carried forward into the following year to be expended for the same categorical educational programs. The Department generally required that categorical educational program revenues be accounted for in the General Fund. A portion of the fund balance of the General Fund is reserved in the governmental funds financial statements for the unencumbered balance of categorical educational program resources.

The State allocates gross receipts taxes, generally known as Public Education Capital Outlay money, to the District on an annual basis. The District is authorized to expend these funds only upon applying for and receiving an encumbrance authorization from the Department.

A schedule of revenue from State sources for the current year is presented in a subsequent note.

➤ **District Property Taxes**

The School Board is authorized by State law to levy property taxes for district school operations, capital improvements, and debt service.

Property taxes consist of ad valorem taxes on real and personal property within the District. Property values are determined by the Gadsden County Property Appraiser, and property taxes are collected by the Gadsden County Tax Collector.

The School Board adopted the 2009 tax levy on September 15, 2009. Tax bills are mailed in October and taxes are payable between November 1 of the year assessed and March 31 of the following year at discounts of up to 4 percent for early payment.

Taxes become a lien on property on January 1, and are delinquent on April 1, of the year following the year of assessment. State law provides for enforcement of collection of personal property taxes by seizure of the property to satisfy unpaid taxes, and for enforcement of collection of real property taxes by the sale of interest-bearing tax certificates

GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Exhibit D-1

to satisfy unpaid taxes. The procedures result in the collection of essentially all taxes prior to June 30 of the year following the year of assessment.

Property tax revenues are recognized in the government-wide financial statements when the Board adopts the tax levy. Property tax revenues are recognized in the governmental fund financial statements when taxes are received by the District, except that revenue is accrued for taxes collected by the Gadsden County Tax Collector at fiscal year-end but not yet remitted to the District.

Millages and taxes levied for the current year are presented in a subsequent note.

➤ **Federal Revenue Sources**

The District receives Federal awards for the enhancement of various educational programs. Federal awards are generally received based on applications submitted to, and approved by, various granting agencies. For Federal awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

2. BUDGETARY COMPLIANCE AND ACCOUNTABILITY

The Board follows procedures established by State statutes and State Board of Education rules in establishing budget balances for governmental funds, as described below:

- Budgets are prepared, public hearings are held, and original budgets are adopted annually for all governmental fund types in accordance with procedures and time intervals prescribed by law and State Board of Education rules.
- Appropriations are controlled at the object level (e.g., salaries, purchased services, and capital outlay) within each activity (e.g., instruction, pupil personnel services, and school administration) and may be amended by resolution at any School Board meeting prior to the due date for the annual financial report.
- Budgets are prepared using the same modified accrual basis as is used to account for governmental funds.
- Budgetary information is integrated into the accounting system and, to facilitate budget control, budget balances are encumbered when purchase orders are issued. Appropriations lapse at fiscal year-end and encumbrances outstanding are honored from the subsequent year's appropriations.

3. INVESTMENTS

Section 218.415(17), Florida Statutes, authorizes the District to invest in the State Board of Administration (SBA) Local Government Surplus Funds Trust Fund (LGIP), any intergovernmental investment pool authorized pursuant to the Florida Interlocal Cooperation Act, as provided in Section 163.01, Florida Statutes; Securities and Exchange Commission registered money market funds with the highest credit quality rating from a nationally recognized rating agency; interest-

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

bearing time deposits or savings accounts in qualified public depositories, as defined in Section 280.02, Florida Statutes; and direct obligations of the U.S. Treasury. The District's investment policy does not further limit its investment choices, and does not limit investment maturities as a means of managing its exposure to fair value losses from increasing interest rates.

Investments, reported as cash equivalents, with a fair value of \$1,965,565.15 as June 30, 2010, are in SBA LGIP with a weighted average days to maturity (WAM) of 46 days. A portfolio's WAM reflects the average maturity based on final maturity or reset date, in the case of floating rate instruments. WAM measure the sensitivity of the portfolio to interest rate changes. The District's investment in LGIP is rated AAAM by Standard & Poor's.

Investments with a fair value of \$66,107.67 at June 30, 2010, are in the SBA Fund B Surplus Funds Trust Fund (Fund B) with a weighted average life (WAL) of 8.05 years. A portfolio's WAL is the dollar weighted average length of time until securities held reach maturity. WAL, which also measures the sensitivity of the portfolio to interest rate changes, is based on legal final maturity dates for Fund B as of June 30, 2010. However, because Fund B consists of restructured or defaulted securities there is considerable uncertainty regarding the WAL. The District's investment in Fund B is unrated.

In addition, the District reports investment totaling \$44,642.23 at June 30, 2010, in the SBA Debt Service accounts to provide for debt service payments on bond debt issued by the State Board of Education for the benefit of the District. These investments consist of United States Treasury securities, with maturity dates of six months or less, and are reported at fair value. The District relies on policies developed by SBA for managing credit risk for this account.

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

4. CHANGES IN CAPITAL ASSETS

Changes in capital assets are presented in the table below.

	Balance 7-1-09	Additions	Deletions	Balance 6-30-10
GOVERNMENTAL ACTIVITIES				
Capital Assets Not Being Depreciated:				
Land	\$ 1,801,806.54			\$ 1,801,806.54
Construction in Progress	3,477,036.80		3,477,036.80	\$ -
Total Capital Assets Not Being Depreciated	5,278,843.34	-	3,477,036.80	1,801,806.54
Capital Assets Being Depreciated:				
Improvements Other Than Buildings	3,823,352.00	67,960.90		3,891,312.90
Buildings and Fixed Equipment	90,074,451.64	3,477,036.80		93,551,488.44
Furniture, Fixtures, and Equipment	7,462,112.92	416,430.07	504,389.18	7,374,153.81
Motor Vehicles	6,445,767.83	307,414.00	905,972.00	5,847,209.83
Audio Visual Materials and Computer Software	3,646,427.76	329,422.26	3,857,245.49	118,604.53
Total Capital Assets Being Depreciated	111,452,112.15	4,598,264.03	5,267,606.67	110,782,769.51
Less Accumulated Depreciation for:				
Improvements Other Than Buildings	2,560,126.77	67,329.90		2,627,456.67
Buildings and Fixed Equipment	23,674,387.66	1,914,923.45		25,589,311.11
Furniture, Fixtures, and Equipment	5,377,314.53	328,982.76	504,389.18	5,201,908.11
Motor Vehicles	5,212,792.79	167,684.61	905,972.00	4,474,505.40
Audio Visual Materials and Computer Software	3,134,857.57		3,134,857.57	-
Total Accumulated Depreciation	39,959,479.32	2,478,920.72	4,545,218.75	37,893,181.29
Total Capital Assets Being Depreciated, Net	71,492,632.83	2,119,343.31	722,387.92	72,889,588.22
Governmental Activities Capital Assets, Net	\$ 76,771,476.17	\$ 2,119,343.31	\$ 4,199,424.72	\$ 74,691,394.76

Depreciation expense was charged to functions as follows:

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

Function	Amount
GOVERNMENTAL ACTIVITIES	
Pupil Transportation Services	147,275.40
Unallocated	2,331,645.32
Total Depreciation Expense - Governmental Activities	\$ 2,478,920.72

5. BONDS PAYABLE

Bonds payable at June 30, 2010, are as follows:

Bond Type	Amount Outstanding	Interest Rates (Percent)	Annual Maturity To
State School Bonds:			
Series 2005-B Refunding	\$ 1,495,000	5.0	2018
Series 2009-A Refunding	120,000	2.0 - 5.0	2019
Total Bonds Payable	\$ 1,615,000		

The bonds were issued to finance capital outlay projects of the District. The following is a description of the bonded debt issues:

➤ **State School Bonds**

These bonds are issued by the State Board of Education on behalf of the District. The bonds mature serially, and are secured by a pledge of the District's portion of the State-assessed motor vehicle license tax. The State's full faith and credit is also pledged as security for these bonds. Principal and interest payments, investment of Debt Service Fund resources, and compliance with reserve requirements are administered by the State Board of Education and the State Board of Administration. The approximate amount of the pledge is \$1,615,000. During the 2009-10 fiscal year, \$294,083.60 of motor vehicle license tax revenue was recognized and \$247,006.28 was paid for debt service.

Annual requirements to amortize all bonded debt outstanding as of June 30, 2010, are as follows:

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

Fiscal Year Ending June 30	Total	Principal	Interest
State School Bonds:			
2011	250,331.25	170,000.00	80,331.25
2012	246,931.25	175,000.00	71,931.25
2013	248,256.25	185,000.00	63,256.25
2014	239,062.50	185,000.00	54,062.50
2015-2019	1,017,987.50	900,000.00	117,987.50
Total State School Bonds	<u>\$2,002,568.75</u>	<u>\$ 1,615,000.00</u>	<u>\$ 387,568.75</u>

6. CHANGES IN LONG-TERM LIABILITIES

The following is a summary of changes in long-term liabilities:

Description	Balance 7-1-09	Additions	Deductions	Balance 6-30-10	Due in One Year
GOVERNMENTAL ACTIVITIES					
Bonds Payable	\$ 1,775,000.00	\$ 125,000.00	\$ 295,000.00	\$1,605,000.00	\$165,000.00
Compensated Absences Payable	2,760,590.32	175,289.98	255,002.31	2,680,877.99	600,000.00
Other Post Employment Benefits	1,061,277.00	1,077,921.00		2,139,198.00	-
Total Governmental Activities	<u>\$ 5,596,867.32</u>	<u>\$1,378,210.98</u>	<u>\$ 550,002.31</u>	<u>\$6,425,075.99</u>	<u>\$765,000.00</u>

For the governmental activities, compensated absences and Postemployment Healthcare Benefits are generally liquidated with resources of the General Fund.

7. INTERFUND RECEIVABLES AND PAYABLES

The following is a summary of interfund receivables and payables reported in the fund financial statements:

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

Funds	Interfund	
	Receivables	Payables
Major:		
General	\$1,282,063.43	\$ 142,980.00
Special Revenue:		
Other		953,222.86
ARRA Funds		274,548.74
Capital Improvement	142,980.00	
Nonmajor Governmental Agency Funds	1,235.89	-
	<u>\$1,426,279.32</u>	<u>55,527.72</u>
Total	<u>\$1,426,279.32</u>	<u>\$ 1,426,279.32</u>

The interfund balance between the nonmajor fund and the Special Revenue Fund - Other represents unreimbursed food service expenditures. As summarized below, the remaining interfund balances arose because three funds had overdrawn their share of the District's pooled cash and investment accounts. The District has designated the General Fund to be the loaning fund.

8. RESERVE FOR ENCUMBRANCES

Appropriations in governmental funds are encumbered upon issuance of purchase orders for goods and services. Even though appropriations lapse at the end of the fiscal year, unfilled purchase orders of the current year are carried forward and the next year's appropriations are likewise encumbered.

The Florida Department of Education requires that fund balances be reserved at fiscal year-end to report an amount likely to be expended from the 2010-11 fiscal year budget as a result of purchase orders outstanding at June 30, 2010.

Because revenues of grants accounted for in the Special Revenue – Other Fund and the Special Revenue – ARRA Economic Stimulus Fund are not recognized until expenditures are incurred, these grant funds generally do not accumulate fund balances. Accordingly, no reserve for encumbrances is reported for grant funds. However, purchase orders outstanding for grants accounted for in the Special Revenue – Other and Special Revenue – ARRA Fund total \$365,553.30 and \$8,041.69, respectively at June 30, 2010.

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

9. SCHEDULE OF STATE REVENUE SOURCES

The following is a schedule of the District's State revenue for the 2009-10 fiscal year:

<u>Source</u>	<u>Amount</u>
Florida Education Finance Program	\$ 22,076,798.00
Categorical Educational Programs:	
Class Size Reduction	6,173,746.00
Voluntary Prekindergarten Program	810,601.63
School Recognition	190,580.00
Discretionary Lottery Funds	15,338.00
Workforce Development Program	645,816.00
Adults with Disabilities	360,790.15
Motor Vehicle License Tax (Capital Outlay and Debt Service)	336,267.37
Charter School Capital Outlay	143,460.00
Miscellaneous	<u>606,851.84</u>
 Total	 <u>\$ 31,360,248.99</u>

Accounting policies relating to certain State revenue sources are described in Note 1.

10. PROPERTY TAXES

The following is a summary of millages and taxes levied on the 2009 tax roll for the 2009-10 fiscal year:

	<u>Millages</u>	<u>Taxes Levied</u>
<u>GENERAL FUND</u>		
Nonvoted School Tax:		
Required Local Effort	5.482	7,743,345
Basic Discretionary Local Effort	0.498	756,411
Supplemental Discretionary Local Effort	0.250	379,725
Critical Operating Needs	0.250	
<u>CAPITAL PROJECTS FUNDS</u>		
Nonvoted Tax:		
Local Capital Improvements	<u>1.500</u>	<u>2,204,332</u>
Total	<u>7.980</u>	<u>\$ 11,083,813</u>

GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Exhibit D-1

11. FLORIDA RETIREMENT SYSTEM

All regular employees of the District are covered by the State-administered Florida Retirement System (FRS). Provisions relating to the FRS are established by Chapters 121 and 122, Florida Statutes; Chapter 112, Part IV, Florida Statutes; Chapter 238, Florida Statutes; and Florida Retirement System Rules, Chapter 60S, Florida Administrative Code, wherein eligibility, contributions, and benefits are defined and described in detail. Essentially, all regular employees of participating employers are eligible and must enroll as members of FRS. FRS is a single retirement system administered by the Division of Retirement, Department of Management Services and consists of two cost-sharing, multiple-employer retirement plans and other nonintegrated programs. These include a defined benefit pension plan (Plan), a Deferred Retirement Option Program (DROP), and a defined contribution plan, referred to as the Public Employee Optional Retirement Program (PEORP).

Benefits in the Plan vest at six years of service. All vested members are eligible for normal retirement benefits at age 62 or at any age after 30 years of service, which may include up to 4 years of credit for military service, except for members classified as special risk who are eligible for normal retirement benefits at age 55 or at any age after 25 years of service. The Plan also includes an early retirement provision; however, there is a benefit reduction for each year a member retires before his or her normal retirement date. The Plan provides retirement, disability, and death benefits, and annual cost-of-living adjustments.

DROP, subject to provisions of Section 121.091, Florida Statutes, permits employees eligible for normal retirement under the Plan to defer receipt of monthly benefit payments while continuing employment with an FRS employer. An employee may participate in DROP for a period not to exceed 60 months after electing to participate, except that certain instructional personnel may participate for up to 96 months. During the period of DROP participation, deferred monthly benefits are held in the FRS Trust Fund and accrue interest.

As provided in Section 121.4501, Florida Statutes, eligible FRS members may elect to participate in the PEORP in lieu of the Plan. District employees participating in DROP are not eligible to participate in PEORP. Employer contributions are defined by law; however, the ultimate benefit depends in part on the performance of investment funds. PEORP is funded by employer contributions that are based on salary and membership class (Regular Class, Special Risk Class, etc.). Contributions are directed to individual member accounts, and the individual members allocate

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

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contributions and account balances among various approved investment choices. Benefits in PEORP vest after one year of service. There were 85 District participants during the 2009-20 fiscal year. Required contributions made to PEORP totaled \$202,002.62.

FRS Retirement Contribution Rates

The Florida Legislature establishes, and may amend, contribution rates for each membership class of FRS. During the 2008-09 fiscal year, contribution rates were as follows:

Class or Plan	Percent of Gross Salary	
	Employee	Employer (A)
Florida Retirement System, Regular	0.00	9.85
Florida Retirement System, Elected County Officers	0.00	16.53
Florida Retirement System, Special Risk	0.00	20.92
Deferred Retirement Option Program - Applicable to Members from All of the Above Classes or Plan	0.00	10.91
Florida Retirement System, Reemployed Retiree	(B)	(B)

Notes: (A) Employer rates include 1.11 percent for the post-employment health insurance subsidy. Also, employer rates, other than for DROP participants, include .05 percent for administrative costs of the Public Employee Optional Retirement Program.

(B) Contribution rates are dependent upon retirement class or plan in which reemployed.

The District's liability for participation is limited to the payment of the required contribution at the rates and frequencies established by law on future payrolls of the District. The District's contributions for the fiscal years ended June 30, 2008, June 30, 2009, and June 30, 2010, totaled \$3,442,786.54, \$3,091,941.45, and \$3,048,809.63 respectively, which were equal to the required contributions for each fiscal year.

The financial statements and other supplementary information of FRS are included in the comprehensive annual financial report of the State of Florida, which may be obtained from the Florida Department of Financial Services. Also, an annual report on FRS, which includes its financial statements, required supplementary information, actuarial report, and other relevant information, is available from the Florida Department of Management Services, Division of Retirement.

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DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

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12. OTHER POSTEMPLOYMENT HEALTH CARE BENEFITS

Pursuant to Section 112.0801, Florida Statutes, the District contributed towards the costs of health care, dental care, and life insurance benefits for former employees who retired prior to May 2, 2001. Effective October 1, 2002, the Board decreased its contribution from \$50 to \$30 per month per former retired employee. Premiums totaled \$82,855.31 for the 2009-10 fiscal year and, at June 30, 2010.

Effective for the 2008-09 fiscal year, the District implemented Governmental Accounting Standards Board Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, for certain postemployment healthcare benefits provided by the District. The requirements of this Statement are being implemented prospectively, with the actuarially determined liability of \$29,070,050 at the June 30, 2010, date of transition amortized over 30 years. Accordingly, for financial reporting purposes, no liability is reported for the postemployment healthcare benefits liability at the date of transition.

Plan Description. The Postemployment Health Care Benefits Plan is a single-employer defined benefit plan administered by the District. Pursuant to the provisions of Section 112.0801, Florida Statutes, former employees who retire from the District are eligible to participate in the District's self-insured health and hospitalization plan for medical and prescription drug coverages. The District subsidizes the premium rates paid by retirees by allowing them to participate in the plan at reduced or blended group (implicitly subsidized) premium rates for both active and retired employees. Retirees are required to enroll in the Federal Medicare program for their primary coverage as soon as they are eligible. The postemployment healthcare plan does not issue a stand-alone report, and is not included in the report of a Public Employer Retirement System or another entity.

Funding Policy. For the Postemployment Health Care Benefits Plan, contribution requirements of the District are established and may be amended through recommendations of the Insurance Committee and action from the Board. The District has not advance-funded or established a funding methodology for the annual Other Postemployment Benefit (OPEB) costs or the net OPEB obligation. For the 2008-09 fiscal year 126 retirees received postemployment healthcare benefits. The District provided required contributions of \$885,036 toward the annual OPEB cost, comprised of benefit

**GADSDEN COUNTY
DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

payments made on behalf of retirees for claims premiums and net of retiree contributions totaling \$814,866.

Annual OPEB Cost and Net OPEB Obligation. The District's annual OPEB cost (expense) is calculated based on the annual required contributions (ARC), an amount actuarially determined in accordance with parameters of Governmental Accounting Standards Board Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. The following table shows the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation for postemployment healthcare benefits:

<u>Description</u>	<u>Amount</u>
Normal Cost	\$ 913,164
Amortization of Unfunded Actuarial Accrued Liability	962,322
Interest on Normal Cost and Amortization	<u>82,993</u>
Annual Required Contribution	1,958,479
Interest on Net OPEB Obligation	37,675
Adjustment to Annual Required Contribution	<u>(33,197)</u>
Annual OPEB Cost (Expense)	1,962,957
Contribution Toward the OPEB Cost	<u>885,036</u>
Increase in Net OPEB Obligation	1,077,921
Net OPEB Obligation, Beginning of Year	<u>1,061,277</u>
Net OPEB Obligation End of Year	<u><u>\$ 2,139,198</u></u>

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation as of June 30, 2010, was as follows:

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DISTRICT SCHOOL BOARD
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Fiscal Year	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
Beginning Balance, July 1, 2008	\$ -	\$ -	\$ -
2008-09	1,887,208	43.76%	1,061,277
2009-10	1,958,479	45.09%	2,139,198

Funded Status and Funding Progress. As of October 1, 2007, the most recent actuarial valuation date, the actuarial accrued liability for benefits was \$29,070,050, and the actuarial value of assets was \$0, resulting in an unfunded actuarial accrued liability of \$29,070,050 and a funded ratio of 0 percent. The covered payroll (annual payroll of active participating employees was \$27,912,948 and the ratio of the unfunded actuarial accrued liability to the covered payroll was 43.76 percent.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment and termination, mortality, and the healthcare cost trends. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subjected to continual revision as actual results are compared with past expectation and new estimates are made about the future.

Actuarial Methods and Assumptions. Projections of benefits for financial reporting purposes are based on the substantive plan provisions, as understood by the employer and participating members, and include the types of benefits provided at the time of each valuation and the historical pattern of sharing benefit costs between the employer and participating members.

The District's initial OPEB actuarial valuation as of October 1, 2007, used the entry age normal actuarial cost method to estimate the unfunded actuarial liability as of June 30, 2010, and to estimate the 2009-10 fiscal year annual required contribution. This method was selected because it produced the lowest OPEB liability and annual cost. Because the OPEB liability is currently unfunded, the actuarial assumptions included a 3.55 percent rate of return on invested assets, which is the District's long-term expectation of investment returns under its investment policy. The actuarial assumptions also included a payroll growth rate of 4 percent per year and an annual healthcare cost trend rate of 4 percent

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NOTES TO FINANCIAL STATEMENTS
June 30, 2010**

Exhibit D-1

initially for the 2008-09 fiscal year to an ultimate rate of 5 percent after five years. The unfunded actuarial accrued liability is being amortized as a level percentage of projected payroll on a closed basis. The remaining amortization period at June 30, 2010, was 29 years.

13. RISK MANAGEMENT PROGRAMS

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Workers' compensation, automobile liability, general liability, buildings and contents, boiler and machinery, errors and omissions, and employee health and hospitalization coverage are being provided through purchased commercial insurance with minimum deductibles for each line of coverage.

Settled claims resulting from these risks have not exceeded commercial coverage in any of the past three fiscal years.

14. LITIGATION

The District is involved in several pending and threatened legal actions. The range of loss from all claims and actions, as estimated by District management, should not materially affect the financial condition of the District.

15. CONTINGENCIES

The District received financial assistance from Federal and State agencies in the form of grants and appropriations. The disbursement of funds received under these programs generally requires compliance with specified terms and conditions and is subject to final determination by the applicable Federal and State agencies. Any disallowed claims could become a liability of the General Fund or other applicable funds.

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
June 30, 2010

	Account Number	Special Revenue Funds			
		Food Service 410	Other Federal Programs 420	Miscellaneous Special Revenue 490	Total Nonmajor Special Revenue Funds
ASSETS					
Cash and Cash Equivalents	1110	216,044.11	0.00	0.00	216,044.11
Investments	1160	0.00	0.00	0.00	0.00
Taxes Receivable, Net	1120	0.00	0.00	0.00	0.00
Accounts Receivable, Net	1130	0.00	0.00	0.00	0.00
Interest Receivable	1170	0.00	0.00	0.00	0.00
Due from Reinsurer	1180	0.00	0.00	0.00	0.00
Deposits Receivable	1210	0.00	0.00	0.00	0.00
<i>Due From Other Funds:</i>					
Budgetary Funds	1141	0.00	0.00	0.00	0.00
Internal Funds	1142	1,235.89	0.00	0.00	1,235.89
Due from Other Agencies	1220	138,757.05	0.00	0.00	138,757.05
Inventory	1150	117,583.13	0.00	0.00	117,583.13
Prepaid Items	1230	0.00	0.00	0.00	0.00
Total Assets		473,620.18	0.00	0.00	473,620.18
LIABILITIES AND FUND BALANCES					
LIABILITIES					
Salaries, Benefits and Payroll Taxes Payable	2110	0.00	0.00	0.00	0.00
Payroll Deductions and Withholdings	2170	0.00	0.00	0.00	0.00
Accounts Payable	2120	13,238.82	0.00	0.00	13,238.82
Judgments Payable	2130	0.00	0.00	0.00	0.00
Construction Contracts Payable	2140	0.00	0.00	0.00	0.00
Construction Contracts Payable-Retained Percentage	2150	0.00	0.00	0.00	0.00
Matured Bonds Payable	2180	0.00	0.00	0.00	0.00
Matured Interest Payable	2190	0.00	0.00	0.00	0.00
Due to Fiscal Agent	2240	0.00	0.00	0.00	0.00
Sales Tax Payable	2260	0.00	0.00	0.00	0.00
Accrued Interest Payable	2210	0.00	0.00	0.00	0.00
Deposits Payable	2220	0.00	0.00	0.00	0.00
Due to Other Agencies	2230	0.00	0.00	0.00	0.00
<i>Due to Other Funds:</i>					
Budgetary Funds	2161	0.00	0.00	0.00	0.00
Internal Funds	2162	0.00	0.00	0.00	0.00
<i>Deferred Revenue:</i>					
Unearned Revenue	2410	0.00	0.00	0.00	0.00
Unavailable Revenue	2410	0.00	0.00	0.00	0.00
Total Liabilities		13,238.82	0.00	0.00	13,238.82
FUND BALANCES					
<i>Reserved For:</i>					
Endowments	2705	0.00	0.00	0.00	0.00
State Required Carryover Programs	2710	0.00	0.00	0.00	0.00
Encumbrances	2720	0.00	0.00	0.00	0.00
Inventory	2730	117,583.13	0.00	0.00	117,583.13
Debt Service		0.00	0.00	0.00	0.00
Other Purposes		0.00	0.00	0.00	0.00
<i>Unreserved:</i>					
<i>Designated for, reported in:</i>					
[Specify]	2760	0.00	0.00	0.00	0.00
[Specify]	2760	0.00	0.00	0.00	0.00
<i>Undesignated, reported in:</i>					
General Fund	2760	0.00	0.00	0.00	0.00
Special Revenue Funds	2760	342,798.23	0.00	0.00	342,798.23
Debt Service Funds	2760	0.00	0.00	0.00	0.00
Capital Projects Funds	2760	0.00	0.00	0.00	0.00
Permanent Funds	2760	0.00	0.00	0.00	0.00
Total Fund Balances	2700	460,381.36	0.00	0.00	460,381.36
Total Liabilities and Fund Balances		473,620.18	0.00	0.00	473,620.18

The accompanying notes to financial statements are an integral part of this statement.
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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING BALANCE SHEET (CONTINUED)
NONMAJOR GOVERNMENTAL FUNDS
June 30, 2010

	Account Number	Debt Service Funds							Total Nonmajor Debt Service Funds
		SBE/COBI Bonds 210	Special Act Bonds 220	Section 1011.14/15 F.S. 230	Motor Vehicle Bonds 240	District Bonds 250	Other Debt Service 290		
ASSETS									
Cash and Cash Equivalents	1110	44,642.23	0.00	0.00	0.00	0.00	7,787.83	0.00	52,430.06
Investments	1160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Taxes Receivable, Net	1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable, Net	1130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest Receivable	1170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due from Reinsurer	1180	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deposits Receivable	1210	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Due From Other Funds:</i>									
Budgetary Funds	1141	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Internal Funds	1142	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due from Other Agencies	1220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	1150	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Items	1230	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Assets		44,642.23	0.00	0.00	0.00	0.00	7,787.83	0.00	52,430.06
LIABILITIES AND FUND BALANCES									
LIABILITIES									
Salaries, Benefits and Payroll Taxes Payable	2110	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payroll Deductions and Withholdings	2170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Payable	2120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Judgments Payable	2130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable	2140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable-Retained Percentage	2150	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Matured Bonds Payable	2180	0.00	0.00	0.00	0.00	0.00	5,200.00	0.00	5,200.00
Matured Interest Payable	2190	0.00	0.00	0.00	0.00	0.00	350.00	0.00	350.00
Due to Fiscal Agent	2240	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sales Tax Payable	2260	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accrued Interest Payable	2210	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deposits Payable	2220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due to Other Agencies	2230	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Due to Other Funds:</i>									
Budgetary Funds	2161	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Internal Funds	2162	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Deferred Revenue:</i>									
Unearned Revenue	2410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unavailable Revenue	2410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Liabilities		0.00	0.00	0.00	0.00	0.00	5,550.00	0.00	5,550.00
FUND BALANCES									
<i>Reserved For:</i>									
Endowments	2705	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Required Carryover Programs	2710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Encumbrances	2720	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	2730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Purposes		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Unreserved:</i>									
<i>Designated for, reported in:</i>									
[Specify]	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[Specify]	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Undesignated, reported in:</i>									
General Fund	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Revenue Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Funds	2760	44,642.23	0.00	0.00	0.00	2,237.83	0.00	0.00	46,880.06
Capital Projects Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Permanent Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Fund Balances	2700	44,642.23	0.00	0.00	0.00	2,237.83	0.00	0.00	46,880.06
Total Liabilities and Fund Balances		44,642.23	0.00	0.00	0.00	7,787.83	0.00	0.00	52,430.06

The accompanying notes to financial statements are an integral part of this statement.
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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING BALANCE SHEET (CONTINUED)
NONMAJOR GOVERNMENTAL FUNDS
June 30, 2010

	Account Number	Capital Projects Funds									
		Capital Outlay Bond Issues (COBI) 310	Special Act Bonds 320	Section 1011 14/ 1011 15 F.S. Loans 330	Public Education Capital Outlay (PECO) 340	District Bonds 350	Capital Outlay and Debt Service Funds (CO & DS) 360	Capital Improvement Section 1011 71(2) F.S. 370	Voted Capital Improvement 380	Other Capital Projects 390	Total Nonmajor Capital Project Funds
ASSETS											
Cash and Cash Equivalents	1110	0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56
Investments	1160	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Taxes Receivable, Net	1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable, Net	1130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest Receivable	1170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due from Reinsurer	1180	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deposits Receivable	1210	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Due From Other Funds:</i>											
Budgetary Funds	1141	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Internal Funds	1142	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due from Other Agencies	1220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	1150	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Items	1230	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Assets		0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56
LIABILITIES AND FUND BALANCES											
LIABILITIES											
Salaries, Benefits and Payroll Taxes Payable	2110	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payroll Deductions and Withholdings	2170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Payable	2120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Judgments Payable	2130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable	2140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable-Retained Percentage	2150	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Matured Bonds Payable	2180	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Matured Interest Payable	2190	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due to Fiscal Agent	2240	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sales Tax Payable	2260	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accrued Interest Payable	2210	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deposits Payable	2220	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due to Other Agencies	2230	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Due to Other Funds:</i>											
Budgetary Funds	2161	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Internal Funds	2162	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Deferred Revenue:</i>											
Unearned Revenue	2410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unavailable Revenue	2410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Liabilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FUND BALANCES											
<i>Reserved For:</i>											
Endowments	2705	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Required Carryover Programs	2710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Encumbrances	2720	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	2730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service						0.00		0.00		0.00	
Other Purposes		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Unreserved:</i>											
<i>Designated for, reported in:</i>											
[Specify]	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
[Specify]	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Undesignated, reported in:</i>											
General Fund	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Revenue Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Debt Service Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Projects Funds	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Permanent Funds	2760	0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56
Total Fund Balances	2700	0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56
Total Liabilities and Fund Balances		0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56

The accompanying notes to financial statements are an integral part of this statement.
ESE 145

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
For the Fiscal Year Ended June 30, 2010

	Account Number	Special Revenue Funds			Total Nonmajor Special Revenue Funds
		Food Service 410	Other Federal Programs 420	Miscellaneous Special Revenue 490	
REVENUES					
Federal Direct	3100	0.00	0.00	0.00	0.00
Federal Through State and Local	3200	3,334,923.31	0.00	0.00	3,334,923.31
State Sources	3300	84,286.00	0.00	0.00	84,286.00
<i>Local Sources:</i>					
Property Taxes Levied for Operational Purposes	3411	0.00	0.00	0.00	0.00
Property Taxes Levied for Debt Service	3412	0.00	0.00	0.00	0.00
Property Taxes Levied for Capital Projects	3413	0.00	0.00	0.00	0.00
Local Sales Taxes	3418	0.00	0.00	0.00	0.00
Charges for Service - Food Service	345X	225,577.84	0.00	0.00	225,577.84
Impact Fees	3496	0.00	0.00	0.00	0.00
Other Local Revenue		554.99	0.00	0.00	554.99
Total Local Sources	3400	226,132.83	0.00	0.00	226,132.83
Total Revenues		3,645,342.14	0.00	0.00	3,645,342.14
EXPENDITURES					
<i>Current:</i>					
Instruction	5000	0.00	0.00	0.00	0.00
Pupil Personnel Services	6100	0.00	0.00	0.00	0.00
Instructional Media Services	6200	0.00	0.00	0.00	0.00
Instruction and Curriculum Development Services	6300	0.00	0.00	0.00	0.00
Instructional Staff Training Services	6400	0.00	0.00	0.00	0.00
Instruction Related Technology	6500	0.00	0.00	0.00	0.00
School Board	7100	0.00	0.00	0.00	0.00
General Administration	7200	0.00	0.00	0.00	0.00
School Administration	7300	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	7410	0.00	0.00	0.00	0.00
Fiscal Services	7500	0.00	0.00	0.00	0.00
Food Services	7600	3,353,796.83	0.00	0.00	3,353,796.83
Central Services	7700	0.00	0.00	0.00	0.00
Pupil Transportation	7800	0.00	0.00	0.00	0.00
Operation of Plant	7900	0.00	0.00	0.00	0.00
Maintenance of Plant	8100	0.00	0.00	0.00	0.00
Administrative Technology Services	8200	0.00	0.00	0.00	0.00
Community Services	9100	0.00	0.00	0.00	0.00
<i>Debt Service: (Function 9200)</i>					
Retirement of Principal	710	0.00	0.00	0.00	0.00
Interest	720	0.00	0.00	0.00	0.00
Dues, Fees and Issuance Costs	730	0.00	0.00	0.00	0.00
Miscellaneous Expenditures	790	0.00	0.00	0.00	0.00
<i>Capital Outlay:</i>					
Facilities Acquisition and Construction	7420	0.00	0.00	0.00	0.00
Other Capital Outlay	9300	1,135.60	0.00	0.00	1,135.60
Total Expenditures		3,354,932.43	0.00	0.00	3,354,932.43
Excess (Deficiency) of Revenues Over (Under) Expenditures		290,409.71	0.00	0.00	290,409.71
OTHER FINANCING SOURCES (USES)					
<i>Long-Term Bonds Issued</i>					
Premium on Sale of Bonds	3710	0.00	0.00	0.00	0.00
Discount on Sale of Bonds	3791	0.00	0.00	0.00	0.00
Refunding Bonds Issued	891	0.00	0.00	0.00	0.00
Premium on Refunding Bonds	3715	0.00	0.00	0.00	0.00
Discount on Refunding Bonds	3792	0.00	0.00	0.00	0.00
Certificates of Participation Issued	892	0.00	0.00	0.00	0.00
Premium on Certificates of Participation	3750	0.00	0.00	0.00	0.00
Discount on Certificates of Participation	3793	0.00	0.00	0.00	0.00
Loans Incurred	893	0.00	0.00	0.00	0.00
Proceeds from the Sale of Capital Assets	3720	0.00	0.00	0.00	0.00
Loss Recoveries	3730	0.00	0.00	0.00	0.00
Proceeds of Forward Supply Contract	3740	0.00	0.00	0.00	0.00
Special Facilities Construction Advances	3760	0.00	0.00	0.00	0.00
Payments to Refunded Bond Escrow Agent (Function 9299)	3770	0.00	0.00	0.00	0.00
Transfers In	760	0.00	0.00	0.00	0.00
Transfers Out	3600	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)	9700	0.00	0.00	0.00	0.00
SPECIAL ITEMS					
EXTRAORDINARY ITEMS					
		0.00	0.00	0.00	0.00
Net Change in Fund Balances		290,409.71	0.00	0.00	290,409.71
Fund Balances, July 1, 2009	2800	169,954.33	0.00	0.00	169,954.33
Adjustment to Fund Balances	2891	17.32	0.00	0.00	17.32
Fund Balances, June 30, 2010	2700	460,381.36	0.00	0.00	460,381.36

The accompanying notes to financial statements are an integral part of this statement.
ESE 145

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES (CONTINUED)
NONMAJOR GOVERNMENTAL FUNDS
For the Fiscal Year Ended June 30, 2010

	Account Number	Debt Service Funds						
		SBE/COBI Bonds 210	Special Act Bonds 220	Section 1011.14/15 F.S. 230	Motor Vehicle Bonds 240	District Bonds 250	Other Debt Service 290	Total Nonmajor Debt Service Funds
REVENUES								
Federal Direct	3100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Through State and Local	3200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Sources	3300	243,044.68	0.00	0.00	0.00	0.00	0.00	243,044.68
<i>Local Sources:</i>								
Property Taxes Levied for Operational Purposes	3411	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Property Taxes Levied for Debt Service	3412	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Property Taxes Levied for Capital Projects	3413	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Sales Taxes	3418	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Charges for Service - Food Service	345X	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Impact Fees	3496	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Local Revenue		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues		243,044.68	0.00	0.00	0.00	0.00	0.00	243,044.68
EXPENDITURES								
<i>Current:</i>								
Instruction	5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Personnel Services	6100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Media Services	6200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instruction and Curriculum Development Services	6300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Staff Training Services	6400	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instruction Related Technology	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Board	7100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Administration	7200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Administration	7300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	7410	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fiscal Services	7500	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Central Services	7700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Transportation	7800	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation of Plant	7900	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maintenance of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Administrative Technology Services	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Debt Service: (Function 9200)</i>								
Retirement of Principal	710	160,000.00	0.00	0.00	0.00	0.00	0.00	160,000.00
Interest	720	86,722.03	0.00	0.00	0.00	0.00	0.00	86,722.03
Dues, Fees and Issuance Costs	730	1,306.72	0.00	0.00	0.00	0.00	0.00	1,306.72
Miscellaneous Expenditures	790	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Capital Outlay:</i>								
Facilities Acquisition and Construction	7420	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Capital Outlay	9300	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures		248,028.75	0.00	0.00	0.00	0.00	0.00	248,028.75
Excess (Deficiency) of Revenues Over (Under) Expenditures		(4,984.07)	0.00	0.00	0.00	0.00	0.00	(4,984.07)
OTHER FINANCING SOURCES (USES)								
Long-Term Bonds Issued	3710	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Premium on Sale of Bonds	3791	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Discount on Sale of Bonds	891	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Refunding Bonds Issued	3715	125,000.00	0.00	0.00	0.00	0.00	0.00	125,000.00
Premium on Refunding Bonds	3792	11,060.35	0.00	0.00	0.00	0.00	0.00	11,060.35
Discount on Refunding Bonds	892	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Certificates of Participation Issued	3750	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Premium on Certificates of Participation	3793	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Discount on Certificates of Participation	893	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Loans Incurred	3720	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds from the Sale of Capital Assets	3730	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Loss Recoveries	3740	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds of Forward Supply Contract	3760	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Facilities Construction Advances	3770	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payments to Refunded Bond Escrow Agent (Function 9299)	760	(134,925.33)	0.00	0.00	0.00	0.00	0.00	(134,925.33)
Transfers In	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers Out	9700	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)		1,135.02	0.00	0.00	0.00	0.00	0.00	1,135.02
SPECIAL ITEMS								
		0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXTRAORDINARY ITEMS								
		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances		(3,849.05)	0.00	0.00	0.00	0.00	0.00	(3,849.05)
Fund Balances, July 1, 2009	2800	48,491.28	0.00	0.00	0.00	2,237.83	0.00	50,729.11
Adjustment to Fund Balances	2891	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fund Balances, June 30, 2010	2700	44,642.23	0.00	0.00	0.00	2,237.83	0.00	46,880.06

The accompanying notes to financial statements are an integral part of this statement.
ESE 145

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES (CONTINUED)
NONMAJOR GOVERNMENTAL FUNDS
For the Fiscal Year Ended June 30, 2010

	Account Number	Capital Projects Funds									
		Capital Outlay Bond Issues (COBI) 310	Special Act Bonds 320	Section 1011.14/ 1011.15 F.S. Loans 330	Public Education Capital Outlay (PECO) 340	District Bonds 350	Capital Outlay and Debt Service Funds (CO & DS) 360	Capital Improvement Section 1011.71(2) F.S. 370	Voted Capital Improvement 380	Other Capital Projects 390	Total Nonmajor Capital Project Funds
REVENUES											
Federal Direct	3100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Through State and Local	3200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State Sources	3300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Local Sources:</i>							93,222.69	0.00	0.00	143,460.00	236,682.69
Property Taxes Levied for Operational Purposes	3411	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Property Taxes Levied for Debt Service	3412	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Property Taxes Levied for Capital Projects	3413	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Sales Taxes	3418	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Charges for Service - Food Service	345X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Impact Fees	3496	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Local Revenue		0.00	0.00	0.00	0.00	0.00	7.70	0.00	0.00	653.49	661.19
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	7.70	0.00	0.00	653.49	661.19
Total Revenues		0.00	0.00	0.00	0.00	0.00	93,230.39	0.00	0.00	144,113.49	237,343.88
EXPENDITURES											
<i>Current:</i>											
Instruction	5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Personnel Services	6100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Media Services	6200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instruction and Curriculum Development Services	6300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instructional Staff Training Services	6400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Instruction Related Technology	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Board	7100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Administration	7200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Administration	7300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction	7410	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fiscal Services	7500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Food Services	7600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Central Services	7700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pupil Transportation	7800	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation of Plant	7900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Maintenance of Plant	8100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Administrative Technology Services	8200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Community Services	9100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<i>Debt Service: (Function 9200)</i>											
Retirement of Principal	710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest	720	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Dues, Fees and Issuance Costs	730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Expenditures	790	0.00	0.00	0.00	0.00	0.00	112.55	0.00	0.00	0.00	112.55
<i>Capital Outlay:</i>											
Facilities Acquisition and Construction	7420	0.00	0.00	0.00	8,977.00	0.00	0.00	0.00	0.00	554,772.60	563,749.60
Other Capital Outlay	9300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures		0.00	0.00	0.00	8,977.00	0.00	112.55	0.00	0.00	554,772.60	563,862.15
Excess (Deficiency) of Revenues Over (Under) Expenditures		0.00	0.00	0.00	(8,977.00)	0.00	93,117.84	0.00	0.00	(410,659.11)	(326,518.27)
OTHER FINANCING SOURCES (USES)											
<i>Long-Term Bonds Issued</i>											
Premium on Sale of Bonds	3710	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Discount on Sale of Bonds	3791	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Refunding Bonds Issued	891	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Premium on Refunding Bonds	3715	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Discount on Refunding Bonds	3792	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Certificates of Participation Issued	892	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Premium on Certificates of Participation	3750	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Discount on Certificates of Participation	3793	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Loans Incurred	893	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds from the Sale of Capital Assets	3720	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Loss Recoveries	3730	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Proceeds of Forward Supply Contract	3740	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Facilities Construction Advances	3760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payments to Refunded Bond Escrow Agent (Function 9299)	3770	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers In	760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers Out	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)	9700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SPECIAL ITEMS											
		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXTRAORDINARY ITEMS											
		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fund Balances, July 1, 2009	2800	0.00	0.00	0.00	(8,977.00)	0.00	93,117.84	0.00	0.00	(410,659.11)	(326,518.27)
Adjustment to Fund Balances	2891	0.00	0.00	0.00	8,977.00	0.00	17,364.19	0.00	0.00	1,249,598.64	1,275,939.83
Fund Balances, June 30, 2010	2700	0.00	0.00	0.00	0.00	0.00	110,482.03	0.00	0.00	838,939.53	949,421.56

The accompanying notes to financial statements are an integral part of this statement.
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**FLORIDA DEPARTMENT OF EDUCATION
REPORT OF FINANCIAL DATA TO THE
COMMISSIONER OF EDUCATION (ESE 348)
DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
For the Fiscal Year Ended June 30, 2010**

Return completed form to:
Department of Education
Office of Funding and Financial Reporting
325 W. Gaines St., Room 824
Tallahassee, FL 32399-0400

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The Report of Financial Data to the Commissioner of Education (ESE 348) for the fiscal year ended June 30, 2010, was submitted in accordance with Rule 6A-1.0071, F.A.C. (Section 1001.51(12)(b), F.S.). This report was approved by the school board on September 7, 2010.


District Superintendent's Signature

9/13/10
Date

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - GENERAL FUND

Exhibit K-1
 DOE Page 1
Fund 100

For the Fiscal Year Ended June 30, 2010

	Account Number	
REVENUES		
<i>Federal Direct:</i>		
Federal Impact, Current Operation	3121	
Reserve Officers Training Corps (ROTC)	3191	111,779.26
Miscellaneous Federal Direct	3199	123,232.30
Total Federal Direct	3100	235,011.56
<i>Federal Through State and Local:</i>		
Medicaid	3202	261,011.22
National Forest Funds	3255	
Federal Through Local	3280	705,162.06
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	966,173.28
<i>State:</i>		
Florida Education Finance Program	3310	22,076,798.00
Workforce Development	3315	645,816.00
Workforce Development Capitalization Incentive Grant	3316	
Workforce Education Performance Incentive	3317	5,992.00
Adults with Disabilities	3318	360,790.15
CO & DS Withheld for Administrative Expense	3323	4,371.30
<i>Categoricals:</i>		
District Discretionary Lottery Funds	3344	15,338.00
Class Size Reduction/Operating Funds	3355	6,173,746.00
School Recognition Funds	3361	190,580.00
Excellent Teaching Program	3363	
Voluntary Prekindergarten Program	3371	810,601.63
Preschool Projects	3372	
Reading Programs	3373	
Full Service Schools	3378	
<i>Other State:</i>		
Diagnostic and Learning Resources Centers	3335	
Racing Commission Funds	3341	223,250.00
State Forest Funds	3342	10,366.65
State License Tax	3343	23,912.24
Other Miscellaneous State Revenue	3399	254,673.65
Total State	3300	30,796,235.62
<i>Local:</i>		
District School Taxes	3411	8,903,050.19
Tax Redemptions	3421	743,964.16
Payment in Lieu of Taxes	3422	
Excess Fees	3423	
Tuition	3424	
Rent	3425	15,153.50
Interest on Investments	3431	25,901.55
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	29,488.61
Gifts, Grants and Bequests	3440	27,731.49
Adult General Education Course Fees	3461	
Postsecondary Vocational Course Fees	3462	85,180.55
Continuing Workforce Education Course Fees	3463	
Capital Improvement Fees	3464	
Postsecondary Lab Fees	3465	
Lifelong Learning Fees	3466	
General Education Development (GED) Testing Fees	3467	10,174.93
Financial Aid Fees	3468	
Other Student Fees	3469	
Preschool Program Fees	3471	
Pre-K Early Intervention Fees	3472	
School Age Child Care Fees	3473	14,217.00
Other School, Course and Class Fees	3479	
<i>Miscellaneous Local:</i>		
Bus Fees	3491	63,067.50
Transportation Services-School Activities	3492	14,805.01
Sale of Junk	3493	10,452.75
Receipt of Federal Indirect Cost Rate	3494	225,910.80
Other Miscellaneous Local Sources	3495	424,321.92
Impact Fees	3496	
Refunds of Prior Year's Expenditures	3497	148,780.04
Collections for Lost, Damaged and Sold Textbooks	3498	1,200.43
Receipt of Food Service Indirect Costs	3499	
Total Local	3400	10,743,400.43
Total Revenues	3000	42,740,820.89

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GENERAL FUND (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-1
 DOE Page 2
 Fund 100

	Account Number	100	200	300	400	500	600	700	Totals
		Salaries	Employee Benefits	Purchased Services	Energy Services	Materials and Supplies	Capital Outlay	Other Expenses	
EXPENDITURES									
<i>Current:</i>									
Instruction	5000	13,997,691.24	3,908,701.18	2,532,121.61	230.19	947,482.77	64,298.12	26,221.03	21,476,746.14
Pupil Personnel Services	6100	1,016,244.84	263,633.37	341,591.29	356.19	6,824.30		2,894.80	1,631,544.79
Instructional Media Services	6200	460,051.88	121,226.77	131,104.04		10,198.91	23,904.75	7,150.00	753,636.35
Instruction and Curriculum Development Services	6300	956,937.16	236,413.48	26,979.38	62.85	15,091.53	1,774.81		1,237,259.21
Instructional Staff Training Services	6400	122,067.71	22,207.58	30,131.62	175.34	9,671.84	607.43	3,038.00	187,899.52
Instruction Related Technology	6500	18,966.11	4,399.20	31,742.97					55,108.28
School Board	7100	138,861.47	286,838.85	221,446.76		3,329.87	0.00	28,523.41	679,000.36
General Administration	7200	339,950.51	162,400.94	63,755.23		18,996.93	2,021.11	15,642.00	602,766.72
School Administration	7300	2,686,259.22	694,037.60	7,098.33		13,706.25	124.11		3,401,225.51
Facilities Acquisition and Construction	7410	60,803.33	15,090.30						75,893.63
Fiscal Services	7500	310,924.73	76,521.19	104,453.44		11,018.76	296.23	489.40	503,703.75
Food Services	7600	9,100.03	836.28	650.87					10,587.18
Central Services	7700	225,003.52	64,221.47	41,701.46		13,207.47	0.00	2,974.60	347,108.52
Pupil Transportation Services	7800	1,742,385.59	640,226.67	113,175.44	427,461.37	227,426.15	129.99	2,872.30	3,153,677.51
Operation of Plant	7900	1,183,400.04	427,013.42	1,585,537.90	1,922,160.56	137,329.44	1,329.33	2,850.00	5,259,620.69
Maintenance of Plant	8100	628,816.25	182,106.45	499,596.87	1,567.03	180,978.51	3,532.00	1,196.00	1,497,793.11
Administrative Technology Services	8200	186,162.53	50,077.99	122,121.20		5,521.99	22,255.49	21,177.83	407,317.03
Community Services	9100	338,583.35	34,682.67	6,842.92		1,961.91			382,070.85
<i>Capital Outlay:</i>									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300						100,362.27		100,362.27
<i>Debt Service: (Function 9200)</i>									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		24,422,209.51	7,190,635.41	5,860,051.33	2,352,013.53	1,602,746.63	220,635.64	115,029.37	41,763,321.42
Excess (Deficiency) of Revenues Over Expenditures									977,499.47

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - GENERAL FUND (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-1
 DOE Page 3
 Fund 100

	Account Number	
OTHER FINANCING SOURCES (USES)		
Loans	3720	
Sales of Capital Assets	3730	
Loss Recoveries	3740	7,645.96
<i>Transfers In:</i>		
From Debt Service Funds	3620	
From Capital Projects Funds	3630	485,495.00
From Special Revenue Funds	3640	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	485,495.00
<i>Transfers Out: (Function 9700)</i>		
To Debt Service Funds	920	
To Capital Projects Funds	930	
To Special Revenue Funds	940	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		493,140.96
Net Change In Fund Balance		1,470,640.43
Fund Balance, July 1, 2009	2800	2,221,528.70
Adjustments to Fund Balance	2891	(133,152.17)
Fund Balance, June 30, 2010	2700	3,559,016.96

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - SPECIAL REVENUE
 FUND - FOOD SERVICES

Exhibit K-2
 DOE Page 4
 Fund 410

For the Fiscal Year Ended June 30, 2010

	Account Number	
REVENUES		
<i>Federal Through State and Local:</i>		
School Lunch Reimbursement	3261	2,124,798.47
School Breakfast Reimbursement	3262	735,336.72
After School Snack Reimbursement	3263	83,139.74
Child Care Food Program	3264	
USDA Donated Foods	3265	221,907.64
Cash in Lieu of Donated Foods	3266	
Summer Food Service Program	3267	161,287.65
Fresh Fruit and Vegetable Program	3268	
Other Food Service Revenues	3269	
Federal Through Local	3280	8,453.09
Miscellaneous Federal Through State	3299	
Total Federal Through State and Local	3200	3,334,923.31
<i>State:</i>		
School Breakfast Supplement	3337	42,097.00
School Lunch Supplement	3338	41,418.00
Other Miscellaneous State Revenues	3399	771.00
Total State	3300	84,286.00
<i>Local:</i>		
Interest on Investments	3431	
Gain on Sale Of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Student Lunches	3451	225,577.84
Student Breakfasts	3452	
Adult Breakfasts/Lunches	3453	
Student and Adult a la Carte	3454	
Student Snacks	3455	
Other Food Sales	3456	
Other Miscellaneous Local Sources	3495	554.99
Refunds of Prior Year's Expenditures	3497	
Total Local	3400	226,132.83
Total Revenues	3000	3,645,342.14

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - SPECIAL REVENUE
 FUND - FOOD SERVICES (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-2
 DOE Page 5
 Fund 410

	Account Number	
EXPENDITURES (Function 7600/9300)		
Salaries	100	1,197,078.08
Employee Benefits	200	466,166.91
Purchased Services	300	49,849.36
Energy Services	400	17,541.23
Materials and Supplies	500	1,619,996.25
Capital Outlay	600	
Other Expenses	700	3,165.00
Other Capital Outlay (Function 9300)	600	1,135.60
Total Expenditures		3,354,932.43
Excess (Deficiency) of Revenues Over Expenditures		290,409.71
OTHER FINANCING SOURCES (USES)		
Proceeds of Loans	3720	
Proceeds from Sale of Capital Assets	3730	
Loss Recoveries	3740	
<i>Transfers In:</i>		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
<i>Transfers Out: (Function 9700)</i>		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		290,409.71
Fund Balance, July 1, 2009	2800	169,954.33
Adjustments to Fund Balance	2891	17.32
Fund Balance, June 30, 2010	2700	460,381.36

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**DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCE - SPECIAL REVENUE
FUND - OTHER FEDERAL PROGRAMS**
For the Fiscal Year Ended June 30, 2010

Exhibit K-3
DOE Page 6
Fund 420

	Account Number	
REVENUES		
<i>Federal Direct:</i>		
Workforce Investment Act	3170	
Community Action Programs	3180	
Reserve Officers Training Corps (ROTC)	3191	
Miscellaneous Federal Direct	3199	2,293,266.39
Total Federal Direct	3100	2,293,266.39
<i>Federal Through State and Local:</i>		
Vocational Education Acts	3201	210,164.37
Medicaid	3202	
Workforce Investment Act	3220	
Eisenhower Math and Science	3226	491,235.87
Drug Free Schools	3227	18,812.73
Individuals with Disabilities Education Act	3230	1,826,120.99
Elementary and Secondary Education Act, Title I	3240	2,116,514.71
Adult General Education	3251	
Vocational Rehabilitation	3253	
Elementary and Secondary Education Act, Title V	3270	
Federal Through Local	3280	
Cuban and Haitian Refugee Program	3291	
Emergency Immigrant Education Program	3293	
Miscellaneous Federal Through State	3299	665,554.31
Total Federal Through State and Local	3200	5,328,402.98
<i>State:</i>		
Other Miscellaneous State Revenue	3399	
Total State	3300	0.00
<i>Local:</i>		
Interest on Investments	3431	
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Sale of Junk	3493	
Other Miscellaneous Local Sources	3495	
Refund of Prior Year's Expenditures	3497	
Total Local	3400	0.00
Total Revenues	3000	7,621,669.37

ESE 348

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUND - OTHER FEDERAL PROGRAMS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-3
 DOE Page 7
 Fund 420

	Account Number	100	200	300	400	500	600	700	Totals
		Salaries	Employee Benefits	Purchased Services	Energy Services	Materials and Supplies	Capital Outlay	Other Expenses	
EXPENDITURES									
<i>Current:</i>									
Instruction	5000	1,891,994.08	517,747.56	1,010,987.01		397,752.10	72,916.97	29,230.20	3,920,627.92
Pupil Personnel Services	6100	579,423.90	153,921.27	251,915.26		11,027.90	959.92	5,778.97	1,003,027.22
Instructional Media Services	6200			44,075.90			3,085.08		47,160.98
Instruction and Curriculum Development Services	6300	712,372.69	188,202.99	46,583.81		7,656.88	1,919.97	2,860.00	959,596.34
Instructional Staff Training Services	6400	338,106.33	73,656.24	310,126.21	118.58	74,051.06	159.99	49,749.04	845,967.45
Instruction Related Technology	6500	14,822.44	3,156.75						17,979.19
Board	7100				412.37				412.37
General Administration	7200	31,482.10	8,780.24					189,744.13	230,006.47
School Administration	7300	23,055.27	7,961.24						31,016.51
Facilities Acquisition and Construction	7410						8,640.00		8,640.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700	59,895.83	15,044.77			1,739.50	446.40		77,126.50
Pupil Transportation Services	7800	169,601.05	44,496.59	28,828.50	35,910.00	1,800.00			280,636.14
Operation of Plant	7900	11,937.84	2,505.19	11,262.90	5,208.61	4,879.90			35,794.44
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200	21,306.87	5,827.44						27,134.31
Community Services	9100	38,645.90	10,400.65	117.93					49,164.48
<i>Capital Outlay:</i>									
Facilities Acquisition and Construction	7420						3,620.00		3,620.00
Other Capital Outlay	9300						83,759.05		83,759.05
<i>Debt Service: (Function 9700)</i>									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		3,892,644.30	1,031,700.93	1,703,897.52	41,649.56	498,907.34	175,507.38	277,362.34	7,621,669.37
Excess (Deficiency) of Revenues over Expenditures									0.00
OTHER FINANCING SOURCES (USES)									
Loans	3720								
Sales of Capital Assets	3730								
Loss Recoveries	3740								
<i>Transfers In:</i>									
From General Fund	3610								
From Debt Service Funds	3620								
From Capital Projects Funds	3630								
Interfund	3650								
From Permanent Funds	3660								
From Internal Service Funds	3670								
From Enterprise Funds	3690								
Total Transfers In	3600								0.00
<i>Transfers Out: (Function 9700)</i>									
To the General Fund	910								
To Debt Service Funds	920								
To Capital Projects Funds	930								
Interfund	950								
To Permanent Funds	960								
To Internal Service Funds	970								
To Enterprise Funds	990								
Total Transfers Out	9700								0.00
Total Other Financing Sources (Uses)									0.00
Net Change in Fund Balance									0.00
Fund Balance, July 1, 2009	2800								4,429.02
Adjustments to Fund Balance	2891								
Fund Balance, June 30, 2010	2700								4,429.02

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - SPECIAL REVENUE
 FUNDS - AMERICAN RECOVERY AND REINVESTMENT ACT ECONOMIC STIMULUS FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-4
 DOE Page 8

	Account Number	State Fiscal Stabilization Funds (431)	Targeted ARRA Stimulus Funds (432)	Other ARRA Stimulus Grants (433)	Totals
REVENUES					
<i>Federal Direct:</i>					
Workforce Investment Act	3170				0.00
Miscellaneous Federal Direct	3199			102,029.53	102,029.53
Total Federal Direct	3100	0.00	0.00	102,029.53	102,029.53
<i>Federal Through State:</i>					
State Fiscal Stabilization Funds – K-12	3210	1,858,230.16			1,858,230.16
State Fiscal Stabilization Funds – Workforce	3211	44,814.84			44,814.84
State Fiscal Stabilization Funds – VPK	3212	24,663.84			24,663.84
State Fiscal Stabilization Funds – Excellent Teaching	3213				0.00
Individuals with Disabilities Education Act (IDEA)	3230		955,800.74		955,800.74
Elementary and Secondary Education Act, Title I	3240		1,026,756.08		1,026,756.08
School Lunch Reimbursement	3261				0.00
School Breakfast Reimbursement	3262				0.00
After School Snack Reimbursement	3263				0.00
Child Care Food Program	3264				0.00
Other Food Services	3269			66,036.64	66,036.64
Miscellaneous Federal Through State	3299	27,588.84	114,425.53		142,014.37
Total Federal Through State	3200	1,955,297.68	2,096,982.35	66,036.64	4,118,316.67
<i>Local:</i>					
Interest on Investments	3431				0.00
Gain on Sale of Investments	3432				0.00
Net Increase (Decrease) in Fair Value of Investments	3433				0.00
Refund of Prior Year's Expenditures	3497				0.00
Total Local	3400	0.00	0.00	0.00	0.00
Total Revenues	3000	1,955,297.68	2,096,982.35	168,066.17	4,220,346.20

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUND - STATE FISCAL STABILIZATION FUNDS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-4
 DOE Page 9
 Fund 431

	Account Number	100	200	300	400	500	600	700	Totals
		Salaries	Employee Benefits	Purchased Services	Energy Services	Materials and Supplies	Capital Outlay	Other Expenses	
EXPENDITURES									
<i>Current:</i>									
Instruction	5000	1,471,164.88	377,907.80	89,105.00				1,950.00	1,940,127.68
Pupil Personnel Services	6100								0.00
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300								0.00
Instructional Staff Training Services	6400			975.00					975.00
Instruction Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700								0.00
Pupil Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
<i>Capital Outlay:</i>									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300						14,195.00		14,195.00
<i>Debt Service: (Function 9200)</i>									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		1,471,164.88	377,907.80	90,080.00	0.00	0.00	14,195.00	1,950.00	1,955,297.68
Excess (Deficiency) of Revenues over Expenditures									0.00
OTHER FINANCING SOURCES (USES)									
Sales of Capital Assets	3730								
Loss Recoveries	3740								
<i>Transfers In:</i>									
From Capital Projects Funds	3630								
Total Transfers In	3600								0.00
<i>Transfers Out: (Function 9700)</i>									
To Capital Projects Funds	930								
Total Transfers Out	9700								0.00
Total Other Financing Sources (Uses)									0.00
Net Change in Fund Balance									0.00
Fund Balance, July 1, 2009	2800								
Adjustments to Fund Balance	2891								
Fund Balance, June 30, 2010	2700								

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUND - TARGETED ARRA STIMULUS FUNDS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-4
 DOE Page 10
 Fund 432

	Account Number	100	200	300	400	500	600	700	Totals
		Salaries	Employee Benefits	Purchased Services	Energy Services	Materials and Supplies	Capital Outlay	Other Expenses	
EXPENDITURES									
<i>Current:</i>									
Instruction	5000	658,350.76	208,314.01	92,498.49		327,094.06	28,191.72	2,389.00	1,316,838.04
Pupil Personnel Services	6100	227,187.50	65,895.86	8,839.13		8,673.88			310,596.37
Instructional Media Services	6200			5,000.00		594.61	16,344.09		21,938.70
Instruction and Curriculum Development Services	6300	44,898.00	12,004.93				724.34		57,627.27
Instructional Staff Training Services	6400	67,376.14	14,428.78	11,845.59		9,169.30		1,605.58	104,425.39
Instruction Related Technology	6500								0.00
Board	7100							33,273.05	33,273.05
General Administration	7200								0.00
School Administration	7300								0.00
Facilities Acquisition and Construction	7410								0.00
Fiscal Services	7500								0.00
Food Services	7600								0.00
Central Services	7700			325.00					325.00
Pupil Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
<i>Capital Outlay:</i>									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300						251,958.53		251,958.53
<i>Debt Service: (Function 9200)</i>									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		997,812.40	300,643.58	118,508.21	0.00	345,531.85	297,218.68	37,267.63	2,096,982.35
Excess (Deficiency) of Revenues over Expenditures									0.00
OTHER FINANCING SOURCES (USES)									
Sales of Capital Assets	3730								
Loss Recoveries	3740								
<i>Transfers In:</i>									
From Capital Projects Funds	3630								
Total Transfers In	3600								0.00
<i>Transfers Out: (Function 9700)</i>									
To Capital Projects Funds	930								
Total Transfers Out	9700								0.00
Total Other Financing Sources (Uses)									0.00
Net Change in Fund Balance									0.00
Fund Balance, July 1, 2009	2800								
Adjustments to Fund Balance	2891								
Fund Balance, June 30, 2010	2700								

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - SPECIAL REVENUE FUND - OTHER ARRA STIMULUS GRANTS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-4
 DOE Page 11
 Fund 433

	Account Number	100	200	300	400	500	600	700	Totals
		Salaries	Employee Benefits	Purchased Services	Energy Services	Materials and Supplies	Capital Outlay	Other Expenses	
EXPENDITURES									
<i>Current:</i>									
Instruction	5000			8,571.45		36,800.38		9,792.16	55,163.99
Pupil Personnel Services	6100			6,538.21					6,538.21
Instructional Media Services	6200								0.00
Instruction and Curriculum Development Services	6300			4,749.00					4,749.00
Instructional Staff Training Services	6400			6,054.08				11,849.83	17,903.91
Instruction Related Technology	6500								0.00
Board	7100								0.00
General Administration	7200							3,188.62	3,188.62
School Administration	7300								0.00
Facilities Acquisition and Construction	7410						14,485.80		14,485.80
Fiscal Services	7500								0.00
Food Services	7600						851.64		851.64
Central Services	7700								0.00
Pupil Transportation Services	7800								0.00
Operation of Plant	7900								0.00
Maintenance of Plant	8100								0.00
Administrative Technology Services	8200								0.00
Community Services	9100								0.00
<i>Capital Outlay:</i>									
Facilities Acquisition and Construction	7420								0.00
Other Capital Outlay	9300						65,185.00		65,185.00
<i>Debt Service: (Function 9200)</i>									
Redemption of Principal	710								0.00
Interest	720								0.00
Total Expenditures		0.00	0.00	25,912.74	0.00	36,800.38	80,522.44	24,830.61	168,066.17
Excess (Deficiency) of Revenues over Expenditures									0.00
OTHER FINANCING SOURCES (USES)									
Sales of Capital Assets	3730								
Loss Recoveries	3740								
<i>Transfers In:</i>									
From Capital Projects Funds	3630								
Total Transfers In	3600								0.00
<i>Transfers Out: (Function 9700)</i>									
To Capital Projects Funds	930								
Total Transfers Out	9700								0.00
Total Other Financing Sources (Uses)									0.00
Net Change in Fund Balance									0.00
Fund Balance, July 1, 2009	2800								
Adjustments to Fund Balance	2891								
Fund Balance, June 30, 2010	2700								

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - SPECIAL REVENUE FUND -
 MISCELLANEOUS

Exhibit K-5
 DOE Page 12
 Fund 490

For the Fiscal Year Ended June 30, 2010

	Account Number	
REVENUES		
Federal Through Local	3280	
Interest on Investments	3431	
Gain on Sale of Investments	3432	
Net Increase (Decrease) in Fair Value of Investments	3433	
Gifts, Grants and Bequests	3440	
Other Miscellaneous Local Sources	3495	
Total Revenues	3000	0.00
EXPENDITURES		
<i>Current:</i>		
Instruction	5000	
Pupil Personnel Services	6100	
Instructional Media Services	6200	
Instruction and Curriculum Development Services	6300	
Instructional Staff Training Services	6400	
Instruction Related Technology	6500	
Board	7100	
General Administration	7200	
School Administration	7300	
Facilities Acquisition and Construction	7410	
Fiscal Services	7500	
Central Services	7700	
Pupil Transportation Services	7800	
Operation of Plant	7900	
Maintenance of Plant	8100	
Administrative Technology Services	8200	
Community Services	9100	
<i>Capital Outlay:</i>		
Facilities Acquisition and Construction	7420	
Other Capital Outlay	9300	
Total Expenditures		0.00
Excess (Deficiency) of Revenues Over Expenditures		0.00
OTHER FINANCING SOURCES (USES)		
Loss Recoveries	3740	
<i>Transfers In:</i>		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
Interfund	3650	
From Permanent Funds	3660	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
<i>Transfers Out: (Function 9700)</i>		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
Interfund	950	
To Permanent Funds	960	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2009	2800	
Adjustments to Fund Balance	2891	
Fund Balance, June 30, 2010	2700	

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - DEBT SERVICE FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-6
 DOE Page 13

	Account Number	SBE/COBI Bonds (210)	Special Act Bonds (220)	Section 1011.14/1011.15 F.S. Loans (230)	Motor Vehicle Revenue Bonds (240)	District Bonds (250)	Other Debt Service (290)	ARRA Economic Stimulus Debt Service (299)	Totals
REVENUES									
<i>Federal:</i>									
Miscellaneous Federal Direct	3199								0.00
Miscellaneous Federal Through State	3299								0.00
<i>State:</i>									
CO & DS Distributed	3321								0.00
CO & DS Withheld for SBE/COBI Bonds	3322	242,903.07							242,903.07
Cost of Issuing SBE/COBI Bonds	3324								0.00
Interest on Undistributed CO&DS	3325								0.00
SBE/COBI Bond Interest	3326	141.61							141.61
Racing Commission Funds	3341								0.00
Other Miscellaneous State Revenue	3399								0.00
Total State Sources	3300	243,044.68	0.00	0.00	0.00	0.00	0.00	0.00	243,044.68
<i>Local:</i>									
District Interest and Sinking Taxes	3412								0.00
Local Sales Tax	3418								0.00
Tax Redemptions	3421								0.00
Payments in Lieu of Taxes	3422								0.00
Excess Fees	3423								0.00
Interest on Investments	3431								0.00
Gain on Sale of Investments	3432								0.00
Net Increase (Decrease) in Fair Value of Investments	3433								0.00
Gifts, Grants, and Bequests	3440								0.00
Miscellaneous Local Revenues	3495								0.00
Impact Fees	3496								0.00
Refunds of Prior Year Expenditures	3497								0.00
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues	3000	243,044.68	0.00	0.00	0.00	0.00	0.00	0.00	243,044.68
EXPENDITURES (Function 9200)									
Redemption of Principal	710	160,000.00							160,000.00
Interest	720	86,722.03							86,722.03
Dues and Fees	730	1,306.72							1,306.72
Miscellaneous Expenses	790								0.00
Total Expenditures		248,028.75	0.00	0.00	0.00	0.00	0.00	0.00	248,028.75
Excess (Deficiency) of Revenues Over Expenditures		(4,984.07)	0.00	0.00	0.00	0.00	0.00	0.00	(4,984.07)

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-7
 DOE Page 14

	Account Number	Capital Outlay Bond Issues (COBI) (310)	Special Act Bonds (Racetrack) (320)	Section 1011.14/1011.15 F.S. Loans (330)	Public Education Capital Outlay (PECO) (340)	District Bonds (350)	Capital Outlay and Debt Service Funds (360)
REVENUES							
<i>Federal:</i>							
Miscellaneous Federal Direct	3199						
Miscellaneous Federal Through State	3299						
<i>State:</i>							
CO & DS Distributed	3321						
Interest on Undistributed CO & DS	3325						88,291.26
SBE/COBI Bond Interest	3326						4,931.43
Racing Commission Funds	3341						
Public Education Capital Outlay (PECO)	3391						
Classrooms First Program	3392						
School Infrastructure Thrift Program	3393						
Effort Index Grant	3394						
Smart Schools Small County Assistance Program	3395						
Class Size Reduction/Capital Funds	3396						
Charter School Capital Outlay Funding	3397						
Other Miscellaneous State Revenue	3399						
Total State Sources	3300	0.00	0.00	0.00	0.00	0.00	93,222.69
<i>Local:</i>							
District Local Capital Improvement Tax	3413						
Local Sales Tax	3418						
Tax Redemptions	3421						
Interest on Investments	3431						
Gain on Sale of Investments	3432						7.70
Net Increase (Decrease) in Fair Value of Investments	3433						
Gifts, Grants, and Bequests	3440						
Miscellaneous Local Sources	3495						
Impact Fees	3496						
Total Local Sources	3400	0.00	0.00	0.00	0.00	0.00	7.70
Total Revenues	3000	0.00	0.00	0.00	0.00	0.00	93,230.39
EXPENDITURES (Function 7400)							
Library Books	610						
Audio-Visual Materials (Non-consumable)	620						
Buildings and Fixed Equipment	630						
Furniture, Fixtures and Equipment	640						
Motor Vehicles (Including Buses)	650						
Land	660						
Improvements Other than Buildings	670						
Remodeling and Renovations	680						
Computer Software	690				8,977.00		
Debt Service (Function 9200)							
Redemption of Principal	710						
Interest	720						
Dues and Fees	730						
Miscellaneous Expenses	790						112.55
Total Expenditures		0.00	0.00	0.00	8,977.00	0.00	112.55
Excess (Deficiency) of Revenues Over Expenditures		0.00	0.00	0.00	(8,977.00)	0.00	93,117.84

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-7
 DOE Page 15

	Account Number	Capital Improvement Section 1011.71(2) F.S. (370)	Voted Capital Improvement (380)	Other Capital Projects (390)	ARRA Economic Stimulus Capital Projects (399)	Totals
REVENUES						
<i>Federal:</i>						
Miscellaneous Federal Direct	3199					0.00
Miscellaneous Federal Through State	3299					0.00
<i>State:</i>						
CO & DS Distributed	3321					88,291.26
Interest on Undistributed CO & DS	3325					4,931.43
SBE/COBI Bond Interest	3326					0.00
Racing Commission Funds	3341					0.00
Public Education Capital Outlay (PECO)	3391					0.00
Classrooms First Program	3392					0.00
School Infrastructure Thrift Program	3393					0.00
Effort Index Grant	3394					0.00
Smart Schools Small County Assistance Program	3395					0.00
Class Size Reduction/Capital Funds	3396					0.00
Charter School Capital Outlay Funding	3397			143,460.00		143,460.00
Other Miscellaneous State Revenue	3399					0.00
Total State Sources	3300	0.00	0.00	143,460.00	0.00	236,682.69
<i>Local:</i>						
District Local Capital Improvement Tax	3413	2,060,765.33				2,060,765.33
Local Sales Tax	3418					0.00
Tax Redemptions	3421	182,845.10				182,845.10
Interest on Investments	3431	1,054.32		653.49		1,715.51
Gain on Sale of Investments	3432					0.00
Net Increase (Decrease) in Fair Value of Investments	3433					0.00
Gifts, Grants, and Bequests	3440					0.00
Miscellaneous Local Sources	3495					0.00
Impact Fees	3496					0.00
Total Local Sources	3400	2,244,664.75	0.00	653.49	0.00	2,245,325.94
Total Revenues	3000	2,244,664.75	0.00	144,113.49	0.00	2,482,008.63
EXPENDITURES (Function 7400)						
Library Books	610					0.00
Audiovisual Materials (Non-consumable)	620					0.00
Buildings and Fixed Equipment	630			21.69		21.69
Furniture, Fixtures and Equipment	640	367,144.25				367,144.25
Motor Vehicles (Including Buses)	650	104,543.00				104,543.00
Land	660					0.00
Improvements Other than Buildings	670	278,541.83				278,541.83
Remodeling and Renovations	680	65,791.90		554,750.91		629,519.81
Computer Software	690					0.00
<i>Debt Service (Function 9200)</i>						
Redemption of Principal	710					0.00
Interest	720					0.00
Dues and Fees	730					112.55
Miscellaneous Expenses	790					0.00
Total Expenditures		816,020.98	0.00	554,772.60	0.00	1,379,883.13
Excess (Deficiency) of Revenues Over Expenditures		1,428,643.77	0.00	(410,659.11)	0.00	1,102,125.50

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-7
 DOE Page 16

	Account Number	Capital Outlay Bond Issues (COBI) (310)	Special Act Bonds (Racetrack) (320)	Section 1011.14/1011.15 F.S. Loans (330)	Public Education Capital Outlay (PECO) (340)	District Bonds (350)	Capital Outlay and Debt Service Funds (360)
OTHER FINANCING SOURCES (USES)							
Sale of Bonds	3710						
Premium on Sale of Bonds	3791						
Proceeds of Refunding Bonds	3715						
Premium on Refunding Bonds	3792						
Loans	3720						
Sales of Capital Assets	3730						
Loss Recoveries	3740						
Proceeds of Certificates of Participation	3750						
Premium on Certificates of Participation	3793						
Proceeds of Forward Supply Contract	3760						
Proceeds from Special Facilities Construction Advance	3770						
Payments to Refunded Bond Escrow Agent (Function 9299)	760						
Discounts on Sale of Bonds (Function 9299)	891						
Discounts on Refunding Bonds (Function 9299)	892						
Discounts on Certificates of Participation (Function 9299)	893						
<i>Transfers In:</i>							
From General Fund	3610						
From Debt Service Funds	3620						
From Special Revenue Funds	3640						
Interfund	3650						
From Permanent Funds	3660						
From Internal Service Funds	3670						
From Enterprise Funds	3690						
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00	0.00
<i>Transfers Out: (Function 9700)</i>							
To General Fund	910						
To Debt Service Funds	920						
To Special Revenue Funds	940						
Interfund	950						
To Permanent Funds	960						
To Internal Service Funds	970						
To Enterprise Funds	990						
Total Transfers Out	9700	0.00	0.00	0.00	0.00	0.00	0.00
Total Other Financing Sources (Uses)		0.00	0.00	0.00	0.00	0.00	0.00
Net Change in Fund Balances		0.00	0.00	0.00	(8,977.00)	0.00	93,117.84
Fund Balances, July 1, 2009	2800				8,977.00		17,364.19
Adjustments to Fund Balances	2891						
Fund Balances, June 30, 2010	2700	0.00	0.00	0.00	0.00	0.00	110,482.03

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - CAPITAL PROJECTS FUNDS (Continued)
 For the Fiscal Year Ended June 30, 2010

Exhibit K-7
 DOE Page 17

	Account Number	Capital Improvement Section 1011.71(2) F.S. (370)	Voted Capital Improvement (380)	Other Capital Projects (390)	ARRA Economic Stimulus Capital Projects (399)	Totals
OTHER FINANCING SOURCES (USES)						
Sale of Bonds	3710					0.00
Premium on Sale of Bonds	3791					0.00
Proceeds of Refunding Bonds	3715					0.00
Premium on Refunding Bonds	3792					0.00
Loans	3720					0.00
Sales of Capital Assets	3730					0.00
Loss Recoveries	3740					0.00
Proceeds of Certificates of Participation	3750					0.00
Premium on Certificates of Participation	3793					0.00
Proceeds of Forward Supply Contract	3760					0.00
Proceeds from Special Facilities Construction Advance	3770					0.00
Payments to Refunded Bond Escrow Agent (Function 9299)	760					0.00
Discounts on Sale of Bonds (Function 9299)	891					0.00
Discounts on Refunding Bonds (Function 9299)	892					0.00
Discounts on Certificates of Participation (Function 9299)	893					0.00
<i>Transfers In:</i>						
From General Fund	3610					0.00
From Debt Service Funds	3620					0.00
From Special Revenue Funds	3640					0.00
Interfund	3650					0.00
From Permanent Funds	3660					0.00
From Internal Service Funds	3670					0.00
From Enterprise Funds	3690					0.00
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00
<i>Transfers Out: (Function 9700)</i>						
To General Fund	910	(485,495.00)				(485,495.00)
To Debt Service Funds	920					0.00
To Special Revenue Funds	940					0.00
Interfund	950					0.00
To Permanent Funds	960					0.00
To Internal Service Funds	970					0.00
To Enterprise Funds	990					0.00
Total Transfers Out	9700	(485,495.00)	0.00	0.00	0.00	(485,495.00)
Total Other Financing Sources (Uses)		(485,495.00)	0.00	0.00	0.00	(485,495.00)
Net Change in Fund Balances		943,148.77	0.00	(410,659.11)	0.00	616,630.50
Fund Balances, July 1, 2009	2800	1,565,077.26		1,249,598.64		2,841,017.09
Adjustments to Fund Balances	2891					0.00
Fund Balances, June 30, 2010	2700	2,508,226.03	0.00	838,939.53	0.00	3,457,647.59

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 STATEMENT OF REVENUES, EXPENDITURES, AND
 CHANGES IN FUND BALANCE - PERMANENT FUND
 For the Fiscal Year Ended June 30, 2010

Exhibit K-8
 DOE Page 18
Fund 000

	Account Number	
REVENUES		
Federal Direct	3100	
Federal Through State and Local	3200	
State Sources	3300	
Local Sources	3400	
Total Revenues		0.00
EXPENDITURES		
<i>Current:</i>		
Instruction	5000	
Pupil Personnel Services	6100	
Instructional Media Services	6200	
Instruction and Curriculum Development Services	6300	
Instructional Staff Training Services	6400	
Instruction Related Technology	6500	
Board	7100	
General Administration	7200	
School Administration	7300	
Facilities Acquisition and Construction	7410	
Fiscal Services	7500	
Central Services	7700	
Pupil Transportation Services	7800	
Operation of Plant	7900	
Maintenance of Plant	8100	
Administrative Technology Services	8200	
Community Services	9100	
<i>Capital Outlay:</i>		
Facilities Acquisition and Construction	7420	
Other Capital Outlay	9300	
<i>Debt Service: (Function 9200)</i>		
Retirement of Principal	710	
Interest	720	
Total Expenditures		0.00
Excess (Deficiency) of Revenues Over Expenditures		0.00
OTHER FINANCING SOURCES (USES)		
Sales of Capital Assets	3730	
Loss Recoveries	3740	
<i>Transfers In:</i>		
From General Fund	3610	
From Debt Service Funds	3620	
From Capital Projects Funds	3630	
From Special Revenue Funds	3640	
From Internal Service Funds	3670	
From Enterprise Funds	3690	
Total Transfers In	3600	0.00
<i>Transfers Out: (Function 9700)</i>		
To General Fund	910	
To Debt Service Funds	920	
To Capital Projects Funds	930	
To Special Revenue Funds	940	
To Internal Service Funds	970	
To Enterprise Funds	990	
Total Transfers Out	9700	0.00
Total Other Financing Sources (Uses)		0.00
Net Change in Fund Balance		0.00
Fund Balance, July 1, 2009	2800	
Adjustments to Fund Balance	2891	
Fund Balance, June 30, 2010	2700	

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS - ENTERPRISE FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-9
 DOE Page 19

	Account Number	Self-Insurance Consortium (911)	Self-Insurance Consortium (912)	Self-Insurance Consortium (913)	Self-Insurance Consortium (914)	Self-Insurance Consortium (915)	Other Enterprise Programs (921)	Other Enterprise Programs (922)	Totals
OPERATING REVENUES									
Charges for Services	3481								0.00
Charges for Sales	3482								0.00
Premium Revenue	3484								0.00
Other Operating Revenues	3489								0.00
Total Operating Revenues		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING EXPENSES (Function 9900)									
Salaries	100								0.00
Employee Benefits	200								0.00
Purchased Services	300								0.00
Energy Services	400								0.00
Materials and Supplies	500								0.00
Capital Outlay	600								0.00
Other Expenses	700								0.00
Depreciation	780								0.00
Total Operating Expenses		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NONOPERATING REVENUES (EXPENSES)									
Interest on Investments	3431								0.00
Gain on Sale of Investments	3432								0.00
Net Increase (Decrease) in Fair Value of Investments	3433								0.00
Gifts, Grants and Bequests	3440								0.00
Miscellaneous Local Sources	3495								0.00
Loss Recoveries	3740								0.00
Gain on Disposition of Assets	3780								0.00
Interest Expense (Function 9900)	720								0.00
Miscellaneous Expense (Function 9900)	790								0.00
Loss on Disposition of Assets (Function 9900)	810								0.00
Total Nonoperating Revenues (Expenses)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income (Loss) Before Operating Transfers		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers In:									
From General Fund	3610								0.00
From Debt Service Funds	3620								0.00
From Capital Projects Funds	3630								0.00
From Special Revenue Funds	3640								0.00
Interfund	3650								0.00
From Permanent Funds	3660								0.00
From Internal Service Funds	3670								0.00
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers Out: (Function 9700)									
To General Fund	910								0.00
To Debt Service Funds	920								0.00
To Capital Projects Funds	930								0.00
To Special Revenue Funds	940								0.00
Interfund	950								0.00
To Permanent Funds	960								0.00
To Internal Service Funds	970								0.00
Total Transfers Out	9700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Change in Net Assets		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Assets, July 1, 2009	2880								0.00
Adjustments to Net Assets	2896								0.00
Net Assets, June 30, 2010	2780								0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET ASSETS - INTERNAL SERVICE FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-10
 DOE Page 20

	Account Number	Self-Insurance (711)	Self-Insurance (712)	Self-Insurance (713)	Self-Insurance (714)	Self-Insurance (715)	Consortium Programs (731)	Other Internal Service (791)	Totals
OPERATING REVENUES									
Charges for Services	3481								0.00
Charges for Sales	3482								0.00
Premium Revenue	3484								0.00
Other Operating Revenue	3489								0.00
Total Operating Revenues		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING EXPENSES (Function 9900)									
Salaries	100								0.00
Employee Benefits	200								0.00
Purchased Services	300								0.00
Energy Services	400								0.00
Materials and Supplies	500								0.00
Capital Outlay	600								0.00
Other Expenses	700								0.00
Depreciation	780								0.00
Total Operating Expenses		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operating Income (Loss)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NONOPERATING REVENUES (EXPENSES)									
Interest on Investments	3431								0.00
Gain on Sale of Investments	3432								0.00
Net Increase (Decrease) in Fair Value of Investments	3433								0.00
Gifts, Grants and Bequests	3440								0.00
Miscellaneous Local Sources	3495								0.00
Loss Recoveries	3740								0.00
Gain on Disposition of Assets	3780								0.00
Interest Expense (Function 9900)	720								0.00
Miscellaneous Expense (Function 9900)	790								0.00
Loss on Disposition of Assets (Function 9900)	810								0.00
Total Nonoperating Revenues (Expenses)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Income (Loss) Before Operating Transfers		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers In:									
From General Fund	3610								0.00
From Debt Service Funds	3620								0.00
From Capital Projects Funds	3630								0.00
From Special Revenue Funds	3640								0.00
Interfund	3650								0.00
From Permanent Funds	3660								0.00
From Enterprise Funds	3690								0.00
Total Transfers In	3600	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfers Out: (Function 9700)									
To General Fund	910								0.00
To Debt Service Funds	920								0.00
To Capital Projects Funds	930								0.00
To Special Revenue Funds	940								0.00
Interfund	950								0.00
To Permanent Funds	960								0.00
To Enterprise Funds	990								0.00
Total Transfers Out	9700	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Change in Net Assets		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Net Assets, July 1, 2009	2880								0.00
Adjustments to Net Assets	2896								0.00
Net Assets, June 30, 2010	2780								0.00

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SCHOOL INTERNAL FUNDS
 COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES
 June 30, 2010

Exhibit K-11
 DOE Page 21
 Fund 891

	Account Number	Balance July 1, 2009	Additions	Deductions	Balance June 30, 2010
ASSETS					
Cash	1110	258,259.00	930,158.00	922,984.00	265,433.00
Investments	1160				0.00
Accounts Receivable, Net	1130				0.00
Interest Receivable	1170				0.00
<i>Due From Other Funds:</i>					
Budgetary Funds	1141				0.00
Inventory	1150				0.00
Due from Other Agencies	1220				0.00
Total Assets		258,259.00	930,158.00	922,984.00	265,433.00
LIABILITIES					
Salaries, Benefits and Payroll Taxes Payable	2110				0.00
Payroll Deductions and Withholdings	2170				0.00
Accounts Payable	2120				0.00
Due to Budgetary Funds	2161				0.00
Internal Accounts Payable	2290	258,259.00			258,259.00
Total Liabilities		258,259.00	0.00	0.00	258,259.00

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SCHEDULE OF LONG-TERM LIABILITIES
 June 30, 2010

Exhibit K-12
 DOE Page 22
Fund 601

	Account Number	Governmental Activities Total Balance June 30, 2010 [1]	Business-type Activities Total Balance June 30, 2010 [1]	Total
Notes Payable	2310			0.00
Obligations Under Capital Leases	2315			0.00
Bonds Payable	2320	1,615,000.00		1,615,000.00
Liability for Compensated Absences	2330			0.00
Certificates of Participation Payable	2340			0.00
Estimated Liability for Long-term Claims	2350			0.00
Other Post-employment Benefits Obligation	2360			0.00
Estimated PECO Advance Payable	2370			0.00
Other Long-term Liabilities	2380			0.00
Total Long-term Liabilities		1,615,000.00	0.00	1,615,000.00

[1] Include total current and noncurrent liability balances at June 30, 2010.

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SCHEDULE OF CATEGORICAL PROGRAMS
 REPORT OF EXPENDITURES AND AVAILABLE FUNDS
 For the Fiscal Year Ended June 30, 2010

Exhibit K-13
 DOE Page 23

CATEGORICAL PROGRAMS (Revenue Number) [Footnote]	Grant Number	Unexpended June 30, 2009	Returned To DOE	Revenues [3] 2009-10	Expenditures 2009-10	Flexibility [4] 2009-10	Balance June 30, 2010	
							Encumbered	Unencumbered
Class Size Reduction/Operating Funds (3355)	94740			6,173,746.00	6,090,000.54			83,745.46
Class Size Reduction/Capital Funds (3396)	91050	1,258,553.95			1,258,553.95			0.00
Comprehensive K-12 Reading Plan (FEFP Earmark)	90800	85,323.31		283,505.00	264,103.62			104,724.69
Excellent Teaching (3213 & 3363)	90570			24,663.84	24,663.84			0.00
Florida Teacher Lead Program (FEFP Earmarked)	97580	3,770.39		75,252.00	76,521.85			2,500.54
Instructional Materials (FEFP Earmarked) [1]	90880			447,774.00	307,559.71			140,214.29
Library Media (FEFP Earmarked) [1]	90881			26,771.00	26,771.00			0.00
Preschool Projects (3372)	97950							0.00
Public School Technology	90320							0.00
Safe Schools (FEFP Earmark) [2]	90803	51,011.12		202,485.00	209,285.72			44,210.40
Salary Bonus Outstanding Teachers in D and F Schools	94030							0.00
School Recognition Funds (3361)	92040	16,829.04		190,580.00	177,344.82			30,064.22
Supplemental Academic Instruction (FEFP Earmark)	91280			1,347,788.00	1,347,788.00			0.00
Teacher Recruitment and Retention	93460							0.00
Teacher Training	91290							0.00
Pupil Transportation (FEFP Earmarked)	90830			1,865,542.00	1,865,542.00			0.00
Voluntary Prekindergarten - School Year Program (3371)	96440	66,212.02		810,601.63	677,618.51			199,195.14
Voluntary Prekindergarten - Summer Program (3371)	96441							0.00

- [1] Report the Library Media portion of the Instructional Materials allocation on the line "Library Media."
 [2] Combine all programs funded from the Safe Schools allocation on one line "Safe Schools."
 [3] Include both state and local revenue sources. Revenue should agree to the FEFP 4th Calculation allocation.
 Excellent Teaching revenue reported in Account 3213, Fund 431.
 [4] Report the amount of funds transferred from each program to maintain board-specified academic classroom instruction.

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SCHEDULE OF SELECTED SUBOBJECT EXPENDITURES
 For the Fiscal Year Ended June 30, 2010

Exhibit K-14
 DOE Page 24

	Sub-Object	General Fund	Special Revenue Fund Food Service (410)	Special Revenue Fund Other (420)	Special Revenue Fund ARRA (430)	Total
ENERGY EXPENDITURES:						
Natural Gas	410	150,815.58				150,815.58
Bottled Gas	420	96,891.23	17,541.23			114,432.46
Electricity	430	1,662,053.61		5,208.61		1,667,262.22
Heating Oil	440	11,794.49				11,794.49
Total		1,921,554.91	17,541.23	5,208.61	0.00	1,944,304.75
ENERGY EXPENDITURES FOR PUPIL TRANSPORTATION:						
Gasoline	450	18,326.88				18,326.88
Diesel	460	409,134.49		35,910.00		445,044.49
Oil & Grease	540	15,786.31				15,786.31
Total		443,247.68		35,910.00	0.00	479,157.68

	Sub-Object	General Fund	Special Revenue Fund Other (420)	Special Revenue Fund ARRA (430)	Capital Projects Funds	Total
EXPENDITURES FOR SCHOOL BUSES AND SCHOOL BUS REPLACEMENTS:						
Buses	651			202,871.00	104,543.00	307,414.00
EXPENDITURES FOR CAPITALIZED AUDIOVISUAL MATERIALS:						
Audiovisual Materials	621	6,028.88				6,028.88

	Sub-Object	General Fund	Special Revenue Fund Food Service (410)	Special Revenue Fund Other (420)	Special Revenue Fund ARRA (430)	Total
SUBAWARDS FOR INDIRECT COST RATE:						
Subrecipient awards up to \$25,000	311					0.00
Subrecipient awards greater than \$25,000	312					0.00
Subrecipient awards up to \$25,000	391					0.00
Subrecipient awards greater than \$25,000	392					0.00

	Sub-Object	Special Revenue Fund Food Services (410)
FOOD SERVICE SUPPLIES SUBOBJECT		
Supplies	510	120,129.69
Purchased food to include commodities	570	1,487,812.85

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SCHEDULE OF SELECTED SUBOBJECT EXPENDITURES
 For the Fiscal Year Ended June 30, 2010

Exhibit K-14
 DOE Page 25

	Sub-Object	General Fund	Special Revenue Fund Other (420)	Special Revenue Fund ARRA (430)	Total
Teacher Salaries					
Basic Programs 101, 102, and 103 (Function 5100)	120	8,689,752.57	192,156.78	1,383,102.45	10,265,011.80
Basic Programs 101, 102, and 103 (Function 5100)	140	223,554.51	1,054.22	26,651.45	251,260.18
Basic Programs 101, 102, and 103 (Function 5100)	750				0.00
Total Basic Program Salaries		8,913,307.08	193,210.99	1,409,753.90	10,516,271.97
Other Programs 130 (ESOL) (Function 5100)	120	488,621.89	27,102.73	195,079.56	710,804.18
Other Programs 130 (ESOL) (Function 5100)	140	12,570.40	148.69	3,759.05	16,478.14
Other Programs 130 (ESOL) (Function 5100)	750				0.00
Total Other Program Salaries		501,192.29	27,251.43	198,838.61	727,282.33
ESE Programs 111, 112, 113, 254, and 255 (Function 5200)	120	2,095,878.41	151,785.11	32,177.32	2,279,840.84
ESE Programs 111, 112, 113, 254, and 255 (Function 5200)	140	24,229.16	57,866.60	393.96	82,489.72
ESE Programs 111, 112, 113, 254, and 255 (Function 5200)	750				0.00
Total ESE Program Salaries		2,120,107.57	209,651.71	32,571.28	2,362,330.56
Career Program 300 (Function 5300)	120	565,219.23	36,504.99		601,724.22
Career Program 300 (Function 5300)	140	3,081.37		1,185.53	4,266.90
Career Program 300 (Function 5300)	750				0.00
Total Career Program Salaries		568,300.60	36,504.99	1,185.53	605,991.12

	Sub-Object	General Fund	Special Revenue Fund Other (420)	Special Revenue Fund ARRA (430)	Total
Textbooks (used for classroom instruction)					
Textbooks (Function 5000)	520	657,808.06	54,360.12	39,755.46	751,923.64

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DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 SPECIFIC ACADEMIC CLASSROOM INSTRUCTION AND OTHER DATA COLLECTION

For the Fiscal Year Ended June 30, 2010

Exhibit K-14
 DOE Page 26

Fund 100

CATEGORICAL FLEXIBLE SPENDING - GENERAL FUND:	Account Number	Safe Schools	Pupil Transportation	Supplemental Academic Instruction	Comprehensive K-12 Reading	Instructional Materials	Instructional Materials Library Media	Totals
EXPENDITURES								
<i>Instruction:</i>								
Basic Instruction	5100							0.00
Exceptional Instruction	5200							0.00
Career Instruction	5300							0.00
Adult Instruction	5400							0.00
Prekindergarten	5500							0.00
Other Instruction	5900							0.00
Total Flexible Spending Instructional Expenditures	5000	0.00	0.00	0.00	0.00	0.00	0.00	0.00

LIFELONG LEARNING: (Lifelong Learning Expenditures are used in federal reporting)	Account Number	Amount
<i>Expenditures:</i>		
General Fund	5900	
Special Revenue Fund - Other	5900	
Special Revenue Fund - ARRA	5900	
Total:	5900	0.00

MEDICAID EXPENDITURE REPORT	Unexpended July 1, 2009	Earnings 2009-2010	Expenditures 2009-2010	Unexpended June 30, 2010
Medicaid Expenditures are used in federal reporting				
Earnings, Expenditures, and Carryforward Amounts:	0.00	261,011.22	261,011.22	0.00
<i>Expenditure Program or Activity:</i>				
Exceptional Student Education				261,011.22
<i>Other: Please limit explanation to 100 characters.</i>				

**SCHEDULE 5
SUPPLEMENTARY SCHEDULE OF FEDERAL FINANCIAL
ASSISTANCE PROGRAM EXPENDITURES
For the Fiscal Year Ended June 30, 2010**

Federal Grantor/Pass-Through Grantor/Program Title	Catalog of Federal Domestic Assistance Number	Pass-Through Grantor Number	Amount of Expenditures	Amount Provided to Subrecipients
United States Department of Agriculture				
Indirect:				
Child Nutrition Cluster:				
Florida Department of Education: Cash Assistance				
School Breakfast Program	10.553	321	735,336.72	0
National School Lunch Prog. & After School Snacks	10.555	300	2,207,938.21	0
Summer Food Service Program for Children	10.559	323	161,287.65	0
FL Department of Agriculture and Consumer Services:				
National School Lunch Prog. (Commodities) Non-cash	10.555	NA	221,907.64	0
Food Service Equipment-Grants to States, ARRA	10.579	NA	66,036.64	0
Total United States Department of Agriculture			3,392,506.86	0
Direct: Army Juniro Reserve Officers Training Corps				
	NA	NA	111,779.26	0
Total United States Department of Defense			111,779.26	0
United States Department of Justice				
Direct:				
Law Enforcement and Public Safety Training Grant	16.541	NA	80,494.82	0
Total United States Department of Justice			80,494.82	0
United States Department of Labor				
Direct:				
FL Great Northwest – WIRED	17.268	NA	63,902.18	0
Total United States Department of Labor			63,902.18	0
United States Department of Education				
Direct:				
Fund for the Improvement of Education	84.215	NA	231,378.72	0
Indirect:				
Adult and Family Literacy	84.002	191	67,615.00	0
Special Education Cluster:				
Florida Department of Education:				
Special Education – Grants to States	84.027	263	1,766,324.29	0
Special Education – Preschool Grants	84.173	267	59,796.70	0
Special Education-Grants to States, ARRA	84.391	263	932,308.07	0
Special Education-Grants to States, ARRA	84.392	267	23,492.67	0
University of Florida:				
Project Ten UF ESE	84.027	262	1,500.00	0
TOTAL SPECIAL EDUCATION CLUSTER			2,783,421.73	0
Florida Department of Education:				
Title I Grants to Local Education Agencies	84.010	212,222,226,228	2,155,216.87	0
Career & Technical Education – Basic Grants to States	84.048	151,161	210,164.37	0
Safe & Drug Free Schools & Comm-State Grants	84.186	103	18,812.73	0
Education for Homeless Children and Youth	84.196	127	64,077.40	0
Twenty-First Century Community Learning Centers	84.287	244	460,244.23	0
Education Technology State Grants	84.318	121	23,036.34	0
English Language Acquisition Grants	84.365	102	48,925.59	0
Improving Teacher Quality State Grants	84.367	224	491,235.87	0
School Improvement Grants	84.377	126	46,583.56	0
Washington County District School Board:				
Migrant Education – State Grant Program	84.011	217	20,000.00	0
Florida Agricultural and Mechanical University:				
Upward Bound	84.047	NA	9,306.49	0
Florida State University:				
Upward Bound	84.047	NA	23,328.84	0
Nova Southeastern University:				
Voluntary Public School Choice	84.361	299	52,944.57	0
Tallahassee Community College:				
GEAR UP Grant	84.334S	NA	89,115.29	0

Education Technology ARRA	84.386	121	58,257.58	0
Homeless – ARRA	84.387	127	56,167.95	0
Title I – ARRA	84.389	212,222	941,470.36	0
Education Stabilization-ARRA	84.394	591	1,800,995.00	0
State Fiscal Stabilization – ARRA	84.397	592	154,302.68	0
Total United States Department of Education			9,806,601.17	0
United States Department of Health & Human Services				
Direct:				
Head Start	93.600		2,061,887.67	0
Head Start, ARRA	93.708		102,029.53	0
Total United States Department of Health & Human Services			2,163,917.20	0
Corporation for National and Community Services				
Indirect:				
Tallahassee Community College:				
AmeriCorps	94.006	NA	254,392.51	0
AmeriCorps, Stimulus	94.006	NA	126,074.18	0
Florida Learn & Serve	94.004	234	1,655.75	0
Total Corporation for National and Community Services			382,122.44	0
Total Expenditures of Federal Awards	0	0	16,001,323.93	0

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEMS: Contracted Service for Dual Enrollment Program

DIVISION: Instruction K-12

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the attached contract and purchase order:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Geraldine Black	179135	\$20,517.30	110

FUND SOURCE: General Fund

AMOUNT: \$20,517.30

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2010-2011

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, referred to as the "Recipient", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Geraldine Black of 1782 Shady Rest Road, Havana, Florida 32333, herein referred to as "Contractor or Sub-recipient". The contractual agreement will establish uniform administrative requirements for the Contractor or Sub-recipient and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

ARTICLE 2. SCOPE OF SERVICES

The Contractor will:

1. Provide daily supervisory insight for students and TCC faculty members.
 - a. Monitor student behavior in lunchroom from 7:00 a.m. – 7:15 a.m.
 - b. Assist students with homeroom expectations and academic requirements.
 - c. Notify Social Services and/or Communications Departments when a teacher has been absent, leaves early or arrives late.
 - d. Supervise study hall as needed from 7:20 a.m. – 11:10 a.m.
 - e. Monitor West Gadsden High School students' departure from 11:00 a.m.-11:15 a.m.
 - f. Monitor East Gadsden High School students' return to central area of main campus from 11:10 a.m.-11:15 a.m.
 - g. Submit requested materials to TCC, East Gadsden High and/or West Gadsden High.
 - h. Coordinate and accompany students on applicable field trips to TCC's campus.
 - i. Assist with the distribution/collection of textbooks.
2. Report any irresolvable problems to the appropriate administrator for assistance.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on August 23, 2010 and end June 30, 2011. As required by law, this AGREEMENT shall be subject to review.

(b). CONTRACTOR shall begin performing the contract on August 23, 2010 and finish the project on or before June 30, 2011.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a contractor or sub-recipient upon its request either before outlays are made by the contractor or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's or sub-recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance.
Date of Completion	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	means the period established in the award document during which Federal sponsorship begins and ends.
Recipient	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Sub-recipient	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided.
Sub-award	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible sub-recipient or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award".
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

ARTICLE 5. PAYMENT

(a). RECIPIENT shall pay the CONTRACTOR upon the receipt of a monthly invoice from the CONTRACTOR that includes all activities and services provided with signatures of verification from each work site.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c) The total cost of the AGREEMENT is as follows:

Hourly rate of \$26.83 pursuant to the GCCTA contract

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the stated period subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice

ARTICLE 9. PERSONNEL AND LEVEL 2 SECURITY CLEARANCE

Pursuant to Florida Statute 1012.465 **Background screening requirements for certain noninstructional school district employees and contractors.**--(1) Noninstructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

CONTRACTOR agrees to abide by the Level 2 security clearance requirements above.

The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 11. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

(a) The RECIPIENT'S contract administrator and contact is Director of K-12 or his/her designee.

(b) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(c) This contract shall be governed by and construed under the laws of the State of Florida.

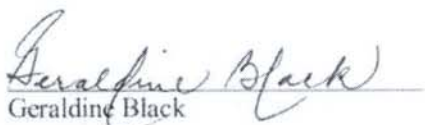
ARTICLE 15. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

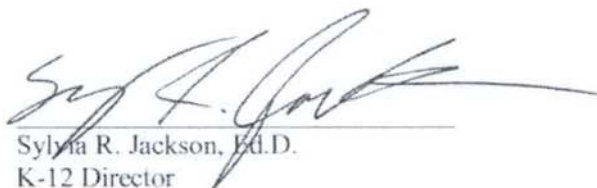
This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

ARTICLE 16. ENFORCEMENT

Jurisdiction for enforcement of this agreement shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this agreement shall be maintained in Gadsden County.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Geraldine Black have executed this AGREEMENT.


Geraldine Black


Sylvia R. Jackson, Ed.D.
K-12 Director


Date


Date

Isaac Simmons, Chairperson
School Board of Gadsden County

Board Approved: _____

**TALLAHASSEE COMMUNITY COLLEGE
DUAL ENROLLMENT PROGRAM**

**FALL, 2010 & SPRING 2011
SCHEDULE**

Note: WE MUST FOLLOW THE SCHEDULE BELOW!

The Gadsden School District's schedule and TCC's schedule are not synchronized. Therefore, our classes will be in session on October 22, November 19 and November 24.

For the Spring Semester, classes will be in session February 21, March 18, 21-25.

Final examinations for the fall semester will be held December 6-10.

Final examinations for the spring semester will be held April 25-29.

Our Spring Break is March 7-11.

During the semester, you cannot be absent more times than the class meets per week. Please be diligent about attending class.

During the semester, you can't be absent more times than the class meets per week. Please be diligent about coming to class.

**TALLAHASSEE COMMUNITY COLLEGE
DUAL ENROLLMENT PROGRAM**

FALL, 2010 SCHEDULE

August 23-----	Classes Begin
September 6-----	Labor Day Holiday
November 3-----	Last Day to Withdraw
November 11-----	Veterans Day Holiday
November 25-26-----	Thanksgiving Holidays
December 3-----	Last Day of Classes
December 6-10-----	Final Examinations

SPRING, 2011 SCHEDULE

January 6-----	Classes Begin
January 7-----	Last Day to Add Class
January 12-----	Last Day to Drop Class
January 17-----	Martin L. King, Jr. Day
March 7-11-----	Spring Break
March 25-----	Last Day to Withdraw
April 22-----	Last Day of Classes
April 25-29-----	Final Examinations

**Remember: The Gadsden School District's schedule
and TCC's schedule are not synchronized.
However, we must follow the one above.**

**Our classes will be in session on October 22, November
19, November 24, February 21, March 18, 21-25.**

FALL 2010

	Main Session Aug. 23 - Dec. 10	August Express Aug. 23 - Oct. 13	September Express Sep. 8 - Dec. 10	October Express Oct. 14 - Dec. 10
Deadline for international applicants to fulfill all requirements	June 1	June 1	June 1	N/A
Preferred application deadline (except for Self-Paced instruction)	August 1	August 1	Sept. 1	Oct. 1
Fee payment deadline	August 10	August 10	August 31	Oct. 5
Classes begin	August 23	August 23	Sept. 8	Oct. 14
Last day to add a class	August 24	August 24	Sept. 9	Oct. 15
Last day to cancel registration/drop courses and receive a refund	August 27	August 27	Sept. 14	Oct. 20
Last day to change from Audit to Credit or Credit to Audit	August 27	August 27	Sept. 14	Oct. 20
Financial aid distribution	TBA	TBA	TBA	TBA
Last day to withdraw from a course(s); last day instructors may assign AW	Nov. 3	Sept. 27	Nov. 8	Nov. 19
Closes and	Dec. 3	Oct. 11	Dec. 3	Dec. 3
Last day to finish Incomplete (I) grades received in the previous term (does not apply to SPI courses)	Dec. 10	Dec. 10	Dec. 10	Dec. 10
Final examinations as scheduled	Dec. 6-10	Oct. 12-13	Dec. 6-10	Dec. 6-10
Term ends	Dec. 10	Oct. 13	Dec. 10	Dec. 10
Final grades available on TCC Passport	Dec. 14	Oct. 16	Dec. 14	Dec. 14

AUGUST 2010							SEPTEMBER 2010							OCTOBER 2010							NOVEMBER 2010						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
1	2	3	4	5	6	7	1	2	3	4				1	2						1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

DECEMBER 2010						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

The dates referenced pertain to classes which begin and end in accordance with the traditional college term. Classes conducted in a nontraditional format (e.g., Self-Paced Instruction (SPI), compressed schedules, variable starting dates) have different deadlines. Please contact the Enrollment Services Office for specific deadline information.

SPRING 2011

	Main Session Jan. 6 - Apr. 29	January Express I Jan. 6 - Feb. 23	January Express II Jan. 24 - Apr. 29	February Express Feb. 28 - Apr. 29
Deadline for international applicants to fulfill all requirements	Oct. 1	Oct. 1	Oct. 1	N/A
Preferred application deadline (except for Self-Paced Instruction)	Dec. 1	Dec. 1	Jan. 8	Feb. 1
Fee payment deadline (tentative)	Dec. 16	Dec. 16	Dec. 16	Dec. 16
Classes begin	Jan. 6	Jan. 6	Jan. 24	Feb. 28
Last day to add a class	Jan. 7	Jan. 7	Jan. 25	Mar. 1
Last day to cancel registration/drop courses and receive a refund	Jan. 12	Jan. 12	Jan. 28	Mar. 4
Last day to change from Audit to Credit or Credit to Audit	Jan. 12	Jan. 12	Jan. 28	Mar. 4
Financial aid distribution	TBA	TBA	TBA	TBA
Last day to withdraw from a course(s); last day instructors may assign AW	Mar. 25	Feb. 8	Mar. 31	Apr. 11
Classes end	Apr. 22	Feb. 23	Apr. 22	Apr. 22
Last day to finish incomplete (I) grades received in the previous term (does not apply to SPI courses)	Apr. 29	Apr. 29	Apr. 29	Apr. 29
Final examinations as scheduled	Apr. 25-29	Feb. 24-25	Apr. 25-29	Apr. 25-29
Term ends	Apr. 29	Feb. 25	Apr. 29	Apr. 29
Final grades available on TCC Passport	May 4	Mar. 2	May 4	May 4

JANUARY 2011							FEBRUARY 2011							MARCH 2011							APRIL 2011						
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S
						1							1							1							1
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13
23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
30	31						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

MAY 2011						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

The dates referenced pertain to classes which begin and end in accordance with the traditional college term. Classes conducted in a nontraditional format (e.g., Self-Paced Instruction (SPI), compressed schedules, variable learning rates) have different deadlines. Please contact the Enrollment Services Office for specific deadline information.

College Holidays/Special Events

Labor Day	September 6, 2010
Student Spirit Day	October 6, 2010
Veterans Day	November 11, 2010
Note: Saturday classes will be in session	
Thanksgiving (Holiday begins 5 p.m. on Nov. 24, 2010)	November 25-26, 2010
Note: No Saturday classes on November 27, 2010	
Mid-Year Break	December 17, 2010 - January 2, 2011
(Break begins 5 p.m. on Dec. 17, 2010)	
Martin Luther King, Jr. Day	January 17, 2011
Note: Saturday classes will be in session	
Spring Break - Students, faculty, staff	March 7-11, 2011
Note: No Saturday classes on March 5, 2011	
Student-Faculty Day	April 6, 2011
Graduation	April 30, 2011
Memorial Day	May 30, 2011
Independence Day	July 4, 2011

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the attached contract for consultant services to be paid from Title I.

FUND SOURCE: Federal Projects - Title I

AMOUNT: \$36,000.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services



**CONSULTING AGREEMENT
BETWEEN
EAST GADSDEN HIGH SCHOOL AND DIRECT LINK, LLC**

THIS Agreement is entered into by and between Gadsden County Schools: East Gadsden High School (Hereinafter referred to as the "School"), a public high school of Gadsden County Schools) and Direct Link, LLC (Hereinafter referred to as the "Consultant"), a for-profit educational consulting agency organized and existing as a Florida corporation with its principal place of business at 224 Black Springs Lane, Winter Garden, FL 34787 for the purposes of providing professional development and instructional support.

WHEREAS the Consultant has agreed to perform the consulting services described herein;

THEREFORE, the parties mutually agree as follows:

1. **SERVICES:** Consultant agrees to use expertise and research-based practices to serve as an educational consultant and instructional coach during the 2010-2011 school year. Such activities will include professional development, instructional modeling, analyzing data and other activities as detailed in the service proposal ATTACHMENT A ("Services"). Consultant and School have agreed to one (1) school visit per week unless otherwise pre-arranged by both parties. Consultant will spend a minimum of 8 hours weekly off-site preparing for each visit. Any changes to the Services must be made by mutual agreement in writing. Consultant's Principal Contact for the Services will be Mia L. Young.
2. **COMPENSATION:** In full and complete compensation for all services provided by Consultant under this Agreement, School shall pay to Direct Link, LLC the amount of \$36,000.00 [cost of services]. Direct Link, LLC will invoice the School monthly in the amount of \$4,500.00 for a total of eight (8) months. Invoices shall be prepared and addressed to: [Mrs. Joan McGlockton, Principal of East Gadsden High School AND Rose Raynak, Title I Director for Gadsden County Schools]. School shall pay Consultant within seven (7) days of receipt of Consultant's invoice. Checks shall be made payable to the Direct Link, LLC and presented to Mia Young.
3. **TERM:** This Agreement shall be from October 4, 2010 through June 30, 2010 with consulting services beginning the week of [October 4, 2010] and terminating [June 30, 2010] unless the period is further extended under terms as may be mutually agreed upon in writing.
4. **INDEPENDENT CONTRACTOR:** Consultant acknowledges that it is an independent contractor providing services to School and is not an employee or agent of School. Consultant acknowledges that it may not enter into agreements on behalf of School or otherwise obligate School in any manner, and that Consultant will not hold itself out as having authority to do so.
5. **CONFLICT OF INTEREST:** As of the date of this Agreement, Consultant is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the Agreement.
6. **PROPRIETARY INFORMATION:** By "Proprietary Information," the parties mean information of a confidential or proprietary nature provided by School to Consultant in connection with the Services. Except as provided in the next sentence, Consultant shall use reasonable efforts not to disclose, in whole or in part, any Proprietary Information to any third party either during the term of this Agreement or for a period of one (1) year following termination of this Agreement.



- 7. **INTELLECTUAL PROPERTY:** The basic policy of the Consultant, and one of the purposes of this Agreement, is to ensure that materials provided by the Consultant are not copied and distributed without written consent from the Consultant. Items and materials that can be reproduced by the School will have “reproducible” included as a watermark. Any materials that do not contain this watermark may not be reproduced without obtaining written consent of the Consultant.
- 8. **TERMINATION:** This Agreement may be terminated by either party upon not less than thirty (30) days written notice to the other party. Upon termination, School shall be responsible for payment of all costs incurred by Consultant in the performance of the Agreement prior to termination as provided in ARTICLE 3.
- 9. **NOTICES:** Any notice required to be given under this Agreement, and any invoice, payment, or communication associated with the performance of this Agreement shall be deemed made, if delivered either to the address given below or to such other address as may hereafter be specified in writing by the Parties:

If to School:

 Phone: _____
 Fax: _____
 Email: _____

If to Consultant:

224 Black Springs Lane
 Winter Garden, FL 34787
 Phone: 850-264-9694
 Alternate: 407-770-7357
 Email: mia.young@directlinkLLC.com

- 10. **LIABILITY AND INSURANCE:** Consultant shall be acting as independent contractor in the performance of this Agreement, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement.
- 11. **COLLECTION COSTS:** In the event it becomes necessary for Consultant to commence collection proceedings or retain an attorney to enforce any of the terms of this Agreement, School shall pay attorneys’ fees and the costs of collection incurred by Consultant.
- 12. **ENTIRE AGREEMENT:** This Agreement, together with any attachments hereto constitute the entire understanding between the parties with respect to the subject-matter hereof and supersede any and all prior understandings and agreements, oral or written, relating hereto.

IN WITNESS THEREOF, the parties have executed this Agreement by their duly authorized officers on the date first herein set out:

GADSDEN COUNTY SCHOOLS

By: _____
 Administrative Official Authorized to
 Bind Consultant
 I have read and understand the terms and
 conditions contained herein:

Signature: _____
 School
 Date: _____

DIRECT LINK, LLC

By: _____
 Mia L. Young (CEO & Founder)

By: _____
 Consultant
 Date: _____



Work Schedule: Tentative Proposed Schedule of Activities

- Week 1:** Meet with principal to discuss needs for individual teachers, departments/content clusters, and analyze existing data (baseline and FCAT).
- Week 2:** Meet with all core subject area teachers to provide informational session to make teachers aware of the grant and the important elements that must be implemented this year (during teacher planning periods).
- Week 3:** Meet with all core subject area teachers to provide training on the FCIM instructional model
- Week 4:** Visit classrooms to observe FCIM instructional delivery and provide immediate feedback to teachers and administration
- Week 5:** Provide professional development training for each department (reading, math, science) focusing on Lesson Study to create meaningful, engaging lessons to help students master FCAT-related content (follow-up from mini-conference).
- Week 6:** Follow-up session to review lessons and assist teachers in the lesson study implementation and provide training on UNRAAVEL reading/math strategy.
- Week 7:** Professional Learning Communities Training and Response to Intervention for all core teachers.
- Week 8:** Follow-up session with teachers to review interventions they created for tier I, II, and III students.
- Week 9:** Conduct walk-throughs of teachers to measure engaging lessons & identify areas for next professional development training. Meet w/principal to debrief/strategize.
- Week 10:** Meet with Departments to discuss interventions and reassess the current state of student learning. Reassess our belief systems and discuss other challenge points for teachers (listening time for consultant and principal to develop further teacher training).
- Week 11:** Meet with teachers to develop provide training on common assessments and to develop a common assessment for each core content area.
- Week 12:** Follow-up session to review common assessments and create deadlines for assessment administration.
- Week 13:** Analyze all assessment scores from common assessments and assist the principal and teachers in creating interventions to address the needs of failing students.



- Week 14:** Work with Math/Science teachers to develop more engaging lessons that specifically teach students FCAT content.
- Week 15:** Work with reading/English teachers to develop more engaging lessons that specifically teach students FCAT content.
- Week 16:** Model and observe classroom instruction.
- Week 17:** Model and observe classroom instruction.
- Week 18:** Prepare for ramp up activities for FCAT Blitz/Work with teachers to develop lessons and activities that will focus solely on FCAT-related skills.
- Week 19:** Lesson Study groups will observe one teacher in their department to provide feedback and assess the relevance of the lesson. This activity will allow me to work with teachers to ensure they understand how to effectively implement lesson study.
- Week 20:** Professional development training for all departments
- Week 21:** Assess student learning using a common assessment. Develop additional FCIM mini-lessons during lesson study meetings with teachers.
- Week 22:** Analyze all assessment scores and assist the principal and teachers in creating interventions to address the needs of failing students.
- Week 23:** Observe classrooms/debrief with principal and staff.
- Week 24:** Observe Instruction/Provide in-class modeling for reading.
- Week 25:** Observe Instruction/Assist math and science with implementing ramp up activities.
- Week 26:** Assess/analyze student learning using a common assessment. Meet with Departments to discuss ramp up activities and reassess the current state of student learning. Create additional interventions for students who need additional attention.
- Week 27:** Monitor intervention implementation/ramp up activities. Make recommendations as needed.
- Week 28:** Assess/analyze student learning using a common assessment. Meet with Departments to discuss ramp up activities and reassess the current state of student learning.
- Week 29:** Monitor intervention implementation/ramp up activities. Make recommendations as needed.



Week 30:

FCAT Week

Week 31:

Meet with all core teachers and administrative staff to debrief/reflect over the year to highlight areas of success, challenges, and begin making a plan of action for the remaining year.

Please note that the weeks may not accurately coincide with the school's calendar. Adjustments will be made accordingly to ensure adequate training and coaching is conducted before FCAT and End of Course testing.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEMS: Contracted Services

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the attached contract for consultant services for CPA services to perform the conversion entries and required forms for the Superintendent's Annual Financial Report.

FUND SOURCE: General Fund

AMOUNT: Not to exceed \$14,500

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE
09/01/10

PURCHASE ORDER NO.
179040

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351
PHONE (850) 627-9651 FAX (850) 627-2760
www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VW02980000	SHIP TO THIS ADDRESS
WARD, THOMAS S. CPA P O BOX 1745 LAKE CITY FL 32056	GADSDEN COUNTY PUBLIC SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
	<i>Bonnie Rose</i>	<i>[Signature]</i>

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ASSIST W/GASB 34 ANNUAL REPORT

1		CONTRACTOR WILL PROVIDE SVCS:		
	1.	ASSIST DIST IN CORRECTING THE RECONSILLIATION WITH THE BANK.		
	2.	ASSIST DISTRICT IN COMPLETING FORMS FOR SUPERINTENDENT'S ANNUAL FINACIAL REPORT.		
	3.	MAKE THE CONVERSION ENTRIES NECESSARY/COMPLIANCE GASB 34.		
	4.	MAKE RECOMMATIONS FOR IMPRVMT IN SYSTEM BASED ON OBSERVATION		
10	PAYMENT	: \$1,000/DAY PLUS TRAVEL EXPNS	1000.00	10000.00

TOTAL 10,000.00

PAY TERMS: NET 30

- All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
- If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
- Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	10,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
110	7100	310	9001	1109990		10000.00		

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2010-2011

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, referred to as the "Recipient", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Scott Ward, CPA, herein referred to as "Contractor".

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. SCOPE OF SERVICES

The CONTRACTOR will provide services defined as follows:

- 1) Assist the District in correcting the reconciliation with the bank.
- 2) Assist in the District in completing the forms for the Superintendent's Annual Financial Report.
- 3) Make the conversion entries necessary for compliance with GASB 34.
- 4) Make recommendations for improvements in systems based on observations.

ARTICLE 2. DURATION OF AGREEMENT

This AGREEMENT shall begin on September 3, 2010 and end on September 13, 2010.

ARTICLE 3. PAYMENT

(a). DISTRICT shall pay the CONTRACTOR upon the receipt of invoices from the CONTRACTOR that includes documentation describing the services that were rendered by the CONTRACTOR.

(b). The CONTRACTOR shall be paid \$1,000.00 per day plus travel expenses.

ARTICLE 4. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.


ARTICLE 5. ACCESS AND RETENTION OF RECORDS

The DISTRICT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT. The CONTRACTOR shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 6. TERMINATION OF AGREEMENT

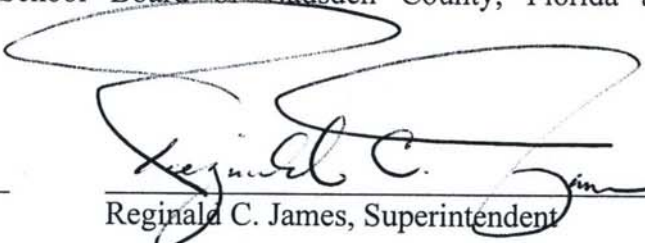
Either party can terminate the contract at any time without cause.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and have executed this AGREEMENT.



Scott Ward, CPA

9-3-2010
Date



Reginald C. James, Superintendent

9/3/10
Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEM: Interlocal Agreement with Gadsden County Board of County Commissioners-Public Works Department

DIVISION: Facilities

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM: For Board approval of interlocal agreement with Gadsden County Board of County Commissioners for the periodic use of labor and materials at the cost stated in the agreement

FUND SOURCE: 2 mill

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered first page of agreement

CHAIRMAN'S SIGNATURE: page(s) numbered not applicable

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

INTERLOCAL AGREEMENT

This AGREEMENT is entered into this _____ day of October 2010, by and between Gadsden County, Florida, a political subdivision of the State of Florida, hereinafter called "County" and the Gadsden County School Board, within the County of Gadsden, hereinafter called the "School Board."

The School Board has determined that it may need to request the services of the County to assist with maintenance:

It is agreed to by and between School Board and County as follows:

1. During the term of this Agreement, the County, upon the School Board's request, shall perform the needed maintenance on the paved and unpaved roads and streets within Gadsden County.
2. The Superintendent of the School Board or his/her authorized designee shall be the agent of the School Board for administration and implementation of this Agreement, and shall provide the Public Works Department with information concerning the need and necessity for County maintenance on unpaved or paved roads and streets within Gadsden County. The County will undertake reasonable efforts to commence and complete the work depending on the availability of County equipment, personnel and materials. Such work shall be performed to applicable County standards, unless otherwise agreed in writing be the parties.
3. As compensation for maintenance requested by the School Board, the County shall bill based upon services rendered at the rate(s) indicated in "Attachment A."
4. If the School Board does not agree with billing fees for work performed, they may contact the County Administrator for resolution of billing disputes.
5. Should the School Board be in payment default of more than 30 days, the County Administrator shall cease all work under this agreement, unless prior payment arrangement has been made and agreed upon between the School Board and the County.
6. The agreement remains in effect from October 1, 2010 until September 30, 2011.

GADSDEN COUNTY
BOARD OF COUNTY COMMISSIONERS

Eugene Smith
Chairman

Donnie Straghan
Clerk



GADSDEN COUNTY SCHOOL
BOARD

Superintendent

Clerk

ATTACHMENT "A"
BILLING RATE TABLE

Road Scraping (Basis for Hourly Rate)

	Duration	Item	Hourly Rate	Benefits	Cost/Hour
1)	15 Min	Secretary	\$13.76	38%	\$4.75
2)	15 Min	Billing – Office Manager	\$17.83	38%	\$6.15
3)	10 Min	Operations Supervisor	\$19.39	38%	\$4.46
4)	1 Hour	Grader Operator	\$16.17	38%	\$22.44
	1 Hour	Grader	\$22.00		\$22.00
	1 Hour	Fuel	\$16.50		\$14.96
	1 Hour	Insurance	\$0.80		<u>\$0.80</u>
					\$75.56
		Contingency to cover unexpected damages			<u>\$7.24</u>
		Estimated hourly cost for providing work related to scraping roads			\$82.80

Other Materials & Services

Cost of sand per ton	\$5.34
Cost of sandy clay per ton	\$6.56
Cost of limerock per ton	\$12.76
Cost of concrete sand per ton	\$6.75
Cost of #57 rock per ton	\$14.50
Cost of tractor with tiller per hour w/operator	\$45.00
Cost of dump truck per hour w/operator	\$45.00
Cost of excavator/ditch cleaning per hour w/operator	\$75.00
Cost of backhoe per hour w/operator	\$45.00
Cost of boom mower per hour w/operator	\$75.00
Cost of grabber truck per hour w/operator	\$45.00
Cost of front end loader per hour w/operator	\$50.00
Cost of trackhoe per hour w/operator	\$75.00
Cost of jetter truck per hour w/operator	\$150.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEM: Florida Virtual School Participation Agreement

DIVISION: K-12 Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires each district to have a virtual instruction program pursuant to F.S.1002.45. Approval of the Participation Agreement is requested in order to provide a virtual instruction program to the students of Gadsden County as a school choice option.

FUND SOURCE: FEFP

AMOUNT: Undetermined –based upon enrollment

PREPARED BY: Dr. Sylvia Jackson 

POSITION: K-12 Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

FLORIDA VIRTUAL SCHOOL PROGRAM PARTICIPATION AGREEMENT

This agreement ("agreement") is made and entered into this 23rd day of August, 2010 by the School Board of Gadsden County, Florida ("District") and Florida Virtual School ("Virtual Instructional Provider"), and provides as follows:

1. The term of this agreement is for the period July 1, 2010 to June 30, 2011 ("term"), unless cancelled by either side as provided herein.
2. District elects to participate in the following options to meet the Virtual Instructional Program (VIP) requirements for its resident students in accordance with the terms of 1002.45 Florida statutes.

- A. FLVS FT serving Grades K – 5
- B. FLVS FT serving Grades 6 – 8
- C. FLVS FT serving Grades 9 – 12

Please check the full-time option(s) your district wishes to execute.

3. District and VIP agree to the terms and conditions contained in Exhibits A and B attached hereto and incorporated herein as true and accurate. The Procedure Manual with FLVS policies regarding this agreement may be found at www.flvsft.com.
4. This contract shall be effective upon the date upon which it is signed by both the district and the contractor, whichever is later and shall replace any other agreements previously between the Parties as to a virtual school program. This contract is a five-year contract and shall be cancelable by either side on an annual basis.

FLORIDA VIRTUAL SCHOOL

By:

Printed name: Julie E. Young

Title: President and CEO

Date: 8-12-10

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

By:

Printed name: Dr. Sylvia Jackson

Date: 8/23/10

ATTACHMENT A

Scope of Work:

The contractor is to operate a K – 12 virtual school to provide a free, full-time 180-day online instructional program to eligible students during the 2010 – 2011 school year. Funding for the Initial Year is limited to: (a) K – 5 students who complete a basic program and are promoted to the next grade according to the terms of the statute and the rules developed by the Board of Education or b) to 6 – 12 students who complete courses according to the terms of the statute and the rules developed by the Board of Education or c) shall be based on any applicable statute and rules for any subsequent year if different from those applicable in the Initial Year. The Virtual School is to provide each student with all necessary instructional materials as defined by the Provider and the statute and through guidelines established by the district which may include a computer, a monitor, a printer and access to a reimbursement for Internet services. All students are required to participate in the state assessment program created in Section 1008.22 Florida statutes, and all instructional staff must be highly qualified as identified by NCLB standards and hold valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. All curriculum and course content must align to Florida's Sunshine State Standards. The school is to participate in Florida's school accountability system established in Section 1008.31, Florida Statutes. The contractor agrees to align its practices with the district student progression plan and other district policies. The VIP program will provide a detailed curriculum plan that illustrates how students will be provided services to attain proficiency in the Sunshine State Standards and a method for determining a student has satisfied the requirements for graduation.

Role of the District:

1. Assign District VIP students to school number 7001 and other actions required by Department.
2. Verify the enrolled students are residents of the District.
3. Provide testing locations for all students for the FCAT and to administer any required testing; to provide readiness screening for students entering grade K.
4. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.
5. Designate to the Contractor, a District Liaison to act for the District in all matters pertaining to this Contract and to accept and approve all deliverables and invoices.
6. Report to the state for payment all students served under this Agreement as reported to the District by the Contractor.
7. Pay the Contractor in accordance with Attachment B.
8. Provide information to parents and students about right to participate in District VIP.
9. Provide a diploma for graduating seniors.

ATTACHMENT B
Payment Terms and Conditions

Cost of Services for the 2010-2011 School Year:

1. *Annual Student Service Fee (Per funded full-time FTE.)* **\$3,995.00 per student**
Payment will be prorated for any fractional FTE.
Includes up to six (6) full credit courses per student plus materials and reclamation of durable and unused goods.

2. *Annual Student Computer Services Fee* **\$655.00per student**
(Per funded full-time FTE. Payment will be prorated for any fractional FTE.) Includes desktop computer, scanner/printer, shipping, technical support, and reclamation of hardware

3. *Annual Student ISP Fee* **\$ 99.50 per student**
(Per funded full-time FTE. Payment will be prorated for any fractional FTE.)

4. *Annual Student Intensive Reading Fee* **\$380.00 per student**
(Payable so long as the student is reported during an enrollment survey period.)

In the event that legislation is altered or DOE implements differing requirements that require technology services be provided to additional students, the funding agreement will be addressed based on the new requirements.

Invoice/Payment Schedule:

- February 1, 2011 due on or before February 28, 2011
- June 1, 2011 due on or before June 30, 2011
- Final reconciliation July 31, 2011
- A final reconciliation will be performed of the Annual Fees based on the funded FTE paid to the District and the amounts paid to the Contractor no later than July 31 of each year, starting in July 31, 2011. In the event that the Annual Student Fees paid to the Contractor exceed the number of FTE's funded to the District for students enrolled under this Agreement, the Contractor shall refund the difference to the District no later than the following September 30.

Attachment B - Continued

- I. Contractor in delivering the services contracted for shall provide Deliverables in the form of instructional tools and supplies, instructional materials, and computer hardware and software as are necessary to deliver the Project, but will retain ownership of all such Deliverables.
- II. To the best of the Contractor's knowledge, the Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable and the District's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S. C. Section 106. To the best of the Contractor's knowledge, in furtherance of this provision, the Contractor warrants that:
 - a. As to each work of software or other "information technology" as identified in Section 287.012(15), Florida Statutes, in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverables.
 - b. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual, work or sound recording from which the included image or sound was taken.
- III. If there is a modification to the rules and regulations approved by the State Board of Education in contradiction to the terms outlined in this Contract, the Parties will amend the Contract as necessary to bring the Contract into accord with the rules and regulations so long as such change does not materially change the Deliverables as currently defined.
- IV. Contractor will comply with all applicable laws including, but not limited to, those requiring confidentiality of student records.
- V. Contractor has filed for or is the owner of various trademarks and logos. The District will be granted the use of such logos and trademarks in connection with its virtual school offering but shall be limited to those services provided under this Contract.
- VI. Contractor will maintain and keep in force Worker's Compensation, Liability and Property Damage Insurance to protect it from claims under worker's compensation claims for personal injury, including death, and claims for damages to any property of the District, or of the public, which may arise from operations under this Contract, whether such operations be by Contractor, or by any subcontractor or anyone directly or indirectly employed by any of them.
- VII. In no event will the District, Board members, District officers, employees, or agents be responsible or liable for the debts, acts or omissions of Contractor, its officers, employees, or agents.
- VIII. Dispute Resolution and Arbitration- The parties agree that if there is a disagreement regarding the terms of this agreement, the parties will engage in discussions to resolve the dispute prior to any litigation being filed.
- IX. Contractor agrees to be bound by and meet all requirements in Section 1002.45, Florida Statutes, as may be amended from time to time, including, but not limited to, the requirements for background screening for all employees.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

Date of School Board Meeting: September 28, 2010

TITLE OF AGENDA ITEM: CONTRACT WITH INDEPENDENT CONTRACTOR (KURT LAROSE)

DIVISION: EXCEPTIONAL STUDENT EDUCATION

YES This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

This individual will provide clinical counseling, for students with disabilities and students at risk for mental health problems at West Gadsden High School. Services are provided once a week and are coordinated through the Student Study Team.

FUND SOURCE: **IDEA**

AMOUNT: **\$15,000.00 (est.)**

PREPARED BY: Wilma Jackson *WJ*
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 34

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for
revised 0591

Proofread by:

Margaret D Benson

PROPOSAL FOR THE COUNSELING SERVICES PROGRAM
GADSDEN COUNTY SCHOOL BOARD
_____ SCHOOL

BY

KURT LaROSE, MSW, LCSW
FLORIDA LICENSE # SW9297

PURPOSE

Purpose for the Youth. The goal of the Counseling Services Program is to allow students to address: interpersonal factors (school and familial relationships), behavioral concerns (non-compliance, oppositional responses, peer conflicts, and truancy issues), anger management (verbal/physical outbursts), aggression (verbal/physical), suspensions (ISS & OSS), developmental tasks (bio-psycho-social-sexual), as well as various other functional and dysfunctional issues. Through counseling methodologies youth are provided an outlet to openly identify and address dynamic interpersonal processes, often related to life stressors, that otherwise cannot be attended to in the classroom setting.

Purpose for the School. Counseling services are designed to provide the school with an avenue to address mental health needs and concerns for youth in an environment where such services are traditionally not provided. There are a multitude of issues that children must address in order to be successful in the academic setting, however some children require counseling services that occur simultaneous to academic instruction. Counseling allows the school system to provide a forum where expressive needs of children can be facilitated, simultaneously enabling children to remain increasingly focused on classroom factors - while their expressive needs are addressed and resolved. Cognitive and Behavioral issues are addressed with youth who may/may not have mental health needs, but nevertheless need more intense and directive interventions to help them succeed in the school setting.

Purpose for the Teachers. The Counseling Services Program offers assistance, suggestion and direction to teachers related to specific youth who are identified in the classroom as "in need of services." In conjunction with, and with the approval of school administrators, techniques can be offered to assist teachers who interact with emotionally, verbally, physically, and/or sexually aggressive youth in the classroom, if/when input is sought by school personnel and administrators. The provision of services to teachers occur in multiple formats: during face-to-face meetings, IEP and Individual Team Assessment meetings, Study Team meetings, telephone calls and email communications. Such services to teachers can be enhanced with the "Add On Services" component of the Counseling Services Program, listed at the end of this proposal. Regardless of the add-on component, verbal and face-to-face contact with the counselor - to take place by

appointment and/or at the end of each school day where services are provided - is encouraged.

Purpose for the Parents. Parental involvement in counseling services is facilitated under the Counseling Services Program on an "as needed" basis. When the counselor identifies that meetings are indicated between the youth and the parents, school administrators are advised that a meeting will be taking place. Parental / youth meetings occur for the purpose of facilitating improved interpersonal relationships, particularly when such relationships appear to be of clinical concern and can be directly or indirectly linked to the academic environment. And while the school is aware that such meetings are being held, the confidentiality of the meetings is maintained.

Purpose for Administration. School administrators often see themselves as one of the final places whereby youth and instructor issues (academic and/or behavioral) are resolved. In many school environments such issues often are referred to administration prematurely or without adequate intervention prior to referral. And while the Counseling Services Program does not have an academic component, good communication with the counselor allows for academics to be used as one measure of success and/or failure in social/occupational functioning for youth; in other words if the counselor knows that a student is performing poorly in certain academic areas (often initiated by the counselor in review of report cards or when teachers initiate meetings with the counselor) the youth can be challenged to consider the variables that perpetuate poor performance.

From a behavioral standpoint, when classroom outbursts are reduced, referrals are also reduced. A key consideration for administrators, who often relate to the Counseling Services Program as benefactors, is in the provision of information to the counselor, which can then be incorporated into weekly sessions. Reciprocity occurs in that the counselor provides intervention ideas, feedback, and commentary on methods that are suited to the individual needs of the most problematic youth who often return to administrators due to issues involving recidivism. All suggestions offered to school personnel and/or administrators does not compromise confidentiality, as the details of sessions and specific clinical matters are not discussed; "intervention ideas, feedback, and commentary" references methods that are found to be most effective with certain behavioral criteria that may/may not be directly related to youth who are seen in the program.

Summary of Purpose. The reduction of outbursts and improved academic performance is facilitated and addressed in the previously identified ranges of service in the five categories of "Purpose for Youth, School, Teachers, Parents, and Administration." The key indicators of success are not limited to academic and behavioral variables, because other issues involving time consumed in dealing with problematic youth is a factor, improved internal processes for youth is a factor, general life satisfaction for youth is a factor, and the impact of these improvements as they appear in interactions with an entire student body must be considered as well. For outcome considerations please see the "Program Evaluation and Outcome Measures" section of this proposal.

SERVICES TO BE PROVIDED

Counseling. Counseling will be provided to youth at the school. Youth will be divided into two kinds of counseling formats: groups and individuals. Counseling services will include common mental health treatment methodologies: Cognitive, Behavioral, Supportive, Narrative / Bibliotherapy, Play therapy, Art therapy, Music therapy, Relaxation therapy, and Psycho-Education – among other effective methods. Various theoretical perspectives will be utilized as well, dependent upon the specific needs of the youth in order to facilitate improvement.

Progress Reports. Progress reports will be provided to the school upon request, explicating general information about students' participation in counseling services. Progress reports may be submitted to the school district on such specific requested occasions during the course of the academic year: 1) at the initial phases of service provision where certain youth are indicated to be "in need of services" and 2) near or at the end of the services provision time frame (the school year) to summarize overall outcomes.

Progress is also monitored by the administration (school & district) with monthly service provision sheets that are included with each invoice to the district whereby services are generally described (see attached progress report for one example format: COUNSELING SERVICES PROGRESS SHEET). The Counseling Services Progress Sheet that accompanies each monthly invoice, outlines administrative contacts and tasks between the counselor and certain school personnel, parent/teacher meetings, family meeting times, youth seen in groups and in individual sessions, length of time services are provided (listed in 15 minute minimum increments), travel time (to and from the school), as well as reasons why youth missed sessions (absences, illnesses, OSS, ISS, etc.). Other services that are provided, such as in-services, group presentations, emails, letters, and telephone contacts, which occur on days when the counselor is not at the school, may be listed on the weekly progress sheets.

Mediation. Mediation will be provided to the school, for those youth who are involved in the counseling program. Mediation is available during the days of the week when the counselor is on school grounds. This service includes parent/teacher meetings, IEP meetings, teacher/student meetings, administrative/teacher/parent/student meetings, and telephone contacts to parents, teachers and students.

Introductory Seminar. The counselor may provide the entire school personnel with an introductory seminar on the benefits of counseling services and its limitations. School counseling programs generally run more smoothly when schools provide the time for the short presentation, before counseling services begin in the school. Topics for the 15-20 minute seminar include:

- Expectations for those youth who are referred to counseling: When students get better and if students get worse.
- Desired Outcomes vs. Actual Outcomes: The benefits and limitations of counseling.
- Confidentiality: Legal limitations regarding the release of counseling records, confidentiality in the school setting between students / teachers, and legal requirements regarding reports of self-injury, abuse, and/or threats of injury.
- Logistics: How students will be called to session each week, how to best avoid taking students from core classes (and what happens when it can't be avoided), and how the counselor keeps teachers notified as to the whereabouts of youth who attend counseling.
- Question / Answer period.

When this seminar cannot be provided due to logistic limitations at the school level, the school administration and the counselor will partner to allow teachers to access the seminar content via a web-based program summary and introduction. The Counseling Services Program provides the web-based service, and it can be useful throughout the year for teachers, students, and parents. The web-based approach is an effective alternative to the actual seminar, however the Introductory Seminar is most functional when it is done in person and on location with the teachers and staff who will interact with the counselor throughout the school year. The web-based information for the seminar can be accessed via the following web links or via the URL's:

- 1) [School Counseling \(SC\) program explanation.](http://www.nettally.com/kloze/page5.html)
URL: <http://www.nettally.com/kloze/page5.html>
- 2) [SC continued: children, teachers, administrators.](http://www.nettally.com/kloze/page6.html)
URL: <http://www.nettally.com/kloze/page6.html>
- 3) [Common concerns & other thoughts.](http://www.nettally.com/kloze/page15.html)
URL: <http://www.nettally.com/kloze/page15.html>
- 4) [Parental consent for counseling services.](http://www.nettally.com/kloze/pag14.html)
URL: <http://www.nettally.com/kloze/pag14.html>

Wrap-up Seminar. The counselor may provide the school with a wrap-up seminar at the end of the academic school year. The topics of the wrap-up seminar are focused on the likes and dislikes of the counseling program with feedback and commentary. If the school opts out of the wrap-up seminar, upon completion of the counseling services program the counselor will contact the principal and ask for feedback from school personnel and district personnel (using informal commentary and/or formal surveys). Please see the PERSONNEL EVALUATION FORM that is attached to this proposal.

LOGISTICS

Referrals. Referrals are made to the counseling services program according to the processes that are best suited to the desires and needs of the school, using standardized referral forms (for example, see attached form: SCHOOL REFERRAL FOR COUNSELING SERVICES). School and county personnel identify children who may benefit from counseling and a permission slip is sent home to the legal guardians. Identification often occurs via teachers who commonly must deal with behavioral issues in the classroom, however guidance counselors, coaches, school administrators and even parents themselves may refer children to the program. Services can be provided to any child whose parents will give permission, however counseling services may be limited to a certain population (ESE, LD, EH, etc.) as the County deems appropriate and according to the mandates and stipulations of funding authorities.

Permission to Serve. Any child who is referred to the counseling program must have the written consent of their parent / guardian. Written parental consent is a legal requirement, except in certain cases (such as what might possibly occur if/when an IEP already requires counseling services). The counselor will require permission slips for every child who is referred from the school.

When a child is referred to counseling, the referring party sends home a permission slip that must be signed and returned to the school before services can be provided (see attached form: PERMISSION SLIP FOR SCHOOL COUNSELING SERVICES). On the reverse side of the permission slip is an optional and informative question/answer commentary for parents/guardians to read as they confront the proposition that the child may need counseling (see attached form: SEND MY CHILD TO A COUNSELOR?). In the event a child is referred to the counseling services program for two consecutive years, a new permission slip is required for each year referred (for each academic year). Old permission slips cannot be carried over from the prior year, as consent generally (and often automatically) expires within a twelve-month period. Signed permission slips enable the counselor to begin providing services.

In addition to the written consent of guardians, verbal assent from the minor child must occur; the counselor obtains "assent" from each student, subsequent to parent consent, in order for services to begin. Assent is obtained verbally. Consent and/or assent can be withdrawn at any time, but if either is withdrawn, counseling services will be terminated.

Once consent and assent are obtained, a follow-up phone call to the guardian may be made, whereby paperwork verification occurs. In the event verification of paperwork cannot be made via phone (for various logistical reasons) the counseling services program will contact the school administrators to verify permission slip signatures before continuing any counseling services with a child who has been referred.

Length of Service. Counseling occurs one day each week (usually on the same day from week to week) and is provided during the course of the academic school year. The number of days that counseling services occur can be increased as needed by the school, dependent upon provider availability, funding, and the agreement terms that are negotiated.

Counseling sessions usually last for one clinical hour (45 – 50 minutes; whether group or individual), and generally will not exceed the length of a standard classroom period. The length of sessions will vary (longer or shorter in duration) due to a number of circumstances (travel time, the length of the school day, holiday/testing schedules, crisis interventions, youth absences, and other variables) but youth will be seen consistently on a weekly basis for approximately the same amount of time each week. Sessions may be limited to 30-minute increments, in part to accommodate the number of youth served.

DOCUMENTATION AND CONFIDENTIALITY

Primary Concern. The primary concern in counseling is rooted in the needs, goals and desires of the person who receives counseling; this principle is equally true for adults and children. As a result, information about what occurs in counseling and/or what is discussed in counseling cannot be disclosed outside of the confines of the counseling session, unless the recipient of the services provides consent for the information to be released. Confidentiality is protected by the Standards of Care in the profession of Clinical Social Work and mental health counseling and confidentiality is protected via legal mandate (see FLA. §§ 491.0147 - 491.0148).

Intake. An Intake opinion will be generated following the initial interview of a child, who is referred to counseling services. The initial assessment includes general clinical impressions and a brief treatment plan. Intake is a part of the confidential counseling record for each student and it is a confidential counseling record, and it becomes a part of the youth's Case Note file(s). Assessments (and all case note documents) cannot be released due to confidentiality, except in certain legal situations (usually by court orders that have been properly served), and access to persons outside of those clinically involved in the counseling process is prohibited (NOTE: school personnel would not be included in the descriptor "clinically involved.") Additional confidentiality information is provided in the "case notes" section of this proposal. However, it is important to note that the counseling services program universally asserts client privilege up to the extent permitted by the force of law (exceptions occur in all matters involving safety issues).

Case Notes. Case notes are the details of specific information that is exchanged between the student and the counselor during each session. These notes are confidential records that are maintained by the counselor (up to seven years post counseling termination) and cannot be released except under certain legal requirements (see FLA. §§ 491.0147 - 491.0148; often by court order). Teachers, administrators, other school personnel, county personnel and various other professionals do not have access to Case Notes even in cases where such records are requested – and even if the request is initiated by the parents of the youth.

General Access. General access to Case Notes is limited to the counselor and cannot be released to anyone except under certain and unusual circumstances. Case Notes are maintained in the confidential files of the counselor according to legal mandates and licensing board requirements – at a minimum. The Case Notes are the property of the

counselor and the Counseling Services Program and may be kept in a confidential file longer than the minimum standard, as set by law. These records are not maintained by the school or the school district.

Exceptions. Confidentiality standards do not apply in cases where state and federal law provide for exceptions. Exceptions to confidentiality include cases of suicidal-homicidal ideation/intent, abuse or neglect, and real/perceived threat of harm to others. If an instance of confidentiality breach is necessitated by the reports of the youth, a formal risk assessment will be completed and crisis intervention methods will be implemented. If stabilization attempts are unsuccessful, or under certain other safety concerns, a confidentiality exception occurs. Depending on the type of confidentiality exception the school staff may be notified immediately, for example in a case where the risk for self-harm is evident, at which time constant and direct supervision of the youth must be ensured until the process of legal commitment is addressed and resolved.

Release of Information. In the event confidential information is requested, a written release of information must be provided to the counselor, signed by the legal guardian. The counselor reserves the right to verify all requests for information and in most cases released information will be summary in nature related to the process of counseling, rather than the specific content of counseling services. In some cases, the counselor may require the requesting party (who is attempting to gain access to confidential records) to pursue additional legal means to access confidential counseling records, which is deemed necessary in order to ensure treatment efficacy on behalf of the client.

CONTRACTUAL TERMS

Contract. The counselor and the school district are bound by a written agreement that includes the terms of service, the rate of pay per day, a breach clause, a retainer fee declaration, and a 30-day written termination clause (allowing either party to terminate the contract with written notification). The contract is a standard contract that has been successfully used with other school districts (see attached form: AGREEMENT FOR THE COUNSELING SERVICES PROGRAM) however - it can be modified to meet the specific needs of the district, provided such changes are agreed upon in advance of alterations from this submitted proposal.

Requests and agreements made via electronic mail will meet the written request stipulations of this proposal, and any subsequent contract, as is known and accepted with laws related to email, *identifying such communications, as binding.*

Rate. The daily rate for counseling services for the 2009 – 2010 academic year is \$425.00. The daily amount for the 2009-2010 school year does not reflect an increase from the daily amount in the 2008-2009 agreements.

The daily rate includes traveling time (up to 2 standard hours). The rate is assessed for each day the counselor comes to the school to provide services (unless the school is closed), even in cases where youth are absent, the teacher refuses to release the student

for counseling, the child refuses to attend, and/or during early release days and schedule shifts due to testing and/or various other school events - when the counselor is on campus to provide such services. The rate is generally based upon a full day of counseling services beginning at 9:30 AM. The counseling day ends upon the release of the children from the school, however an additional hour of time each day is included at the end of the school day for meetings, phone calls and paperwork.

The counselor is available to provide up to 7 clinical hours of counseling per day (a clinical hour usually lasts between 45 and 50 minutes), but times may be adjusted according to logistical matters that necessitate such adjustments (for example, when travel time exceeds the daily total of 2 hours). The maximum number of hours in the contracted day, regardless of the number of clinical hours provided to students, regardless of the number of traveling hours, and regardless of the number of hours offered for daily follow-up meetings, is 9 standard hours. If the total number of hours combined in any given day exceeds 9, the counselor may assess an additional hourly fee for every hour over the 9 hour maximum. The additional hourly fee will begin at fifteen minutes past the 9-hour maximum, and will be billed in hourly increments.

Optional Retainer. Upon acceptance of the contract by the School District, other governing body or authority, the retainer fee that is listed in the Agreement for Counseling Services becomes immediately due and payable, if the district wishes to utilize the retainer aspect of the proposal and contract to ensure LaRose as the onsite provider.

The optional retainer fee, when utilized by the district, ensures the availability of LaRose as the direct provider of services for the counseling program provision, as requested by the district. The retainer fee is based upon the overall contract costs for the school year, and is not included in the contract for services fee.

If the retainer fee option is not elected by the district, the Counseling Services Program will enlist, train, and provide the appropriate number of professionals to meet the needs of all schools who require services, in the event other support professionals are needed to fulfill the number of requested days (see "additional support staff" section of this proposal for more information).

Indemnity. Some districts require an indemnity clause, although Florida Statute protects school districts as an "agent of the state" under its sovereign immunity laws (see FLA. §§ 768). The statute does not fully indemnify the school district from liability in cases where alleged harm is considered intentional and even in the intentional cases Florida Statute provides for a \$100,000 and/or \$200,000 maximum risk (with an attorney fee maximum of \$25,000). The law is less clear as to whether or not the contract incorporates the sovereign immunity liability protection standards to the counselor, who might also be construed by some as "an agent of the state." Districts are advised to seek legal counsel in this regard, provided there are concerns related to indemnity. Regardless, the counselor assumes all risk and responsibility of liability related to the counseling services program, particularly and expressly in cases where indemnity is

legally (by an appropriate court) determined as not applicable to the Counseling Services Program.

Liability. The counselor carries professional liability insurance that provides for sufficient coverage in cases where legal issues may arise. A liability declarations page is copied and provided to the school district upon request, prior to beginning counseling services in the school. The declarations page will indicate to the district the insurance company, the policy number, the amounts of coverage per incident, and the expiration date of the policy. As a pre-requisite to obtaining this insurance the history of prior claims, lawsuits, or professional conduct violations must be reported and/or investigated with the insurer.

Legal Sanction History. There has never been a professional code of conduct, professional ethics violation, a lawsuit (filed or threatened), or a legal sanction or settlement levied against LaRose or entered into by LaRose, or the Counseling Services Program. Code of conduct violations can be tracked through the State of Florida, Department of Health, Division of Medical Quality Assurance website (accessible through the MyFlorida.com portal).

Workers Compensation. Some school districts require a legal statement regarding Workers Compensation coverage to be included in the counseling services contract. State Statute regulates Workers Comp coverage requirements (see FLA. §§ 440; a company with 4 or more employees must carry Workers Comp). It is not necessary to include a clause in the contract at this time because Kurt LaRose, MSW, LCSW is self-employed. There are currently no other providers employed by the Counseling Services Program, however in the event the program requires additional counselors, when/if 3 or more are added, the program will fulfill all legal mandates related to Workers Compensation coverage and immediately notify the school district of the changes (with documentation, when/if indicated). LaRose is covered with medical health insurance under the Department of Justice's Federal Employees Program due to a family insurance plan.

Billing. The Counseling Services Program will submit a bill each month to the school district, in the amount of \$425.00 for each contracted day; billing may occur more frequently depending upon the pay cycles that are currently in place at the district. The bill will include a copy of the Counseling Services Progress Report record for each week that counseling services are/were provided. Payment is to be made to Kurt LaRose in a timely manner (consistent with the normal payment processes of the district office). Late payments, those that are outside of the normal payroll processes for the school district for its own employee payroll, will be considered a breach of the contract terms (see the breach section of this proposal).

Document Submission. All documentation will be submitted to the district office electronically using Microsoft Office® software applications. In cases where signatures are required, the documents will be scanned into an Adobe Acrobat® file (or other commonly utilized application) so that signatures are unlikely to be manipulated. The

scanned files will be submitted to the district electronically as email attachments. If original "hard copy" documentation is needed, these forms will be mailed to the district office upon request, and may include a document-processing fee of \$1 per page. All electronic files will serve as original documentation.

OTHER SERVICES AVAILABLE

Diagnostics. Diagnostics are not included as a standard component of the counseling services program, except as is needed by the counselor to provide interventions. Mental Illness diagnosis (and/or the rule out of a mental illness diagnosis) is available to the district, upon written request. Diagnosis can be made via formal interview intake procedures and analysis and/or via psychometric instrumentation. Psychometric instrumentation usually, but not always, requires a longer assessment period, but in general formal diagnosis requires separate, concentrated, and more individual time with the specified youth – often several hours per youth and per diagnosis. When diagnostics are requested an additional fee will be assessed to perform diagnostics (see diagnostic fees section of this proposal). Written permission from the child's guardian must be obtained prior to formal diagnosis, and the permission must include a Release of Information for the district and the counselor.

Written Diagnostic Assessments. Detailed written assessments for youth who are referred for diagnostics can be provided, upon written request of the district. A written report of Significant Clinical Information, Psychiatric History, Medication History, Family of Origin Information, Clinical Diagnostic Impressions, Rule Out Considerations & Contraindications, Preferred Intervention Methodologies & Techniques, Treatment Plan, Outside Referral Recommendations, and Session Number Indications are included in formal written assessments. One copy of the diagnostic impression is made available and provided to the district and to the parents/guardians of the child. Written permission from the child's guardian must be obtained prior to the diagnostic report being written, and the permission must include a Release of Information for the district.

Other Services Logistics. "Other Available Services" are provided, upon written request of the district, after the school obtains the written consent of the child's guardian. A written consent form is available for the district to use, specific to the counseling services program, upon request. The written consent form will include a request directed to the parent, instructing the counselor to begin formalized diagnosis and/or written assessment, with a Release of Information for the district.

Diagnostic Fees. When formal diagnostics are requested and provided, a formal Written Diagnostic Assessment is included. Written diagnostic assessments are mailed via standard US mail, sometimes via certified mail, within 30 days of the clinical interview and diagnostic testing date(s). The fee for Diagnostic interviews and the written diagnostic assessment is \$795 per youth. Assessment copies are mailed to the school district making the request, with a carbon copy mailed to the legal guardian. Fees for "Diagnostics" and for "Written Diagnostic Assessments" are due upon the generation of

the Written Diagnostic Assessment” and will be included in the monthly billing processes of the counseling services program.

Add On Services. A request made by school administrators, teachers and students, is frequently a request for more counseling days at the school. An additional day of services is included below as an Add-On Service. Additional days of counseling should be considered according to program outcomes and according to the student body population size. Generally, it is unnecessary to provide more than one day of counseling services at a school when the school population is less than 150 students *and* when the referral ratio is 10% (or less) of the student body population.

Add-On Services are listed below, and include options that generally are directed to school personnel, parents, and other support staff who are directly and indirectly involved in helping youth succeed in the academic setting. Add-On services must be contracted, and they can be purchased yearly, or the services can be broken down into smaller sets.

It is required by the Counseling Services Program that at least one staff person from the school attend all add-on services where groups of students will be assisted (except in the case of additional days of counseling). Generally, all Add-On Services fall into the category of continued education or psycho-education. Available Add-On Services are listed in the chart below:

[SEE NEXT PAGE FOR CHART OF ADD ON SERVICES]

Title	Description	Target Audience	Time Frame	Cost
1 Additional Day	See Counseling Services Program Proposal	Students	1 Additional Day Per Week	\$400 Per Day
Anger Management	Helps students (up to 10 per session) with anger and aggressive issues. Includes presentations, appropriate expressions, inappropriate contrasts, and role-plays.	Students (Referral Only)	2-4 Hours – 3 times per year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)
Conflict Resolution	Provides sessions where conflicts between youth can be addressed and resolved – and can be utilized with ongoing historical problems between peers and/or in crisis situations.	Students	2 Hour Sessions	\$95 Per Session (2 Youth)
Peer Counseling	Provides information to youth and staff about peer counseling programs; an in-service seminar on student/staff applications in the school setting	Students / Staff	2-4 Hours – 3 times a year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)
De-escalating & Redirect in the Classroom	Helps staff improve classroom behavior while reducing referrals. Includes statistics, research, power point presentation and role-plays.	All Teachers CEU's May Be Available	4 Hours – 2 times per year	\$1,950 Yearly 25 People
Good Touch / Bad Touch®	Age appropriately presented related to touch between youth and others; the program is DOE approved. Includes presentation and role-plays.	Students	3 Hours – 2 times per year	\$1,550 Yearly
EAP-1 Services	Intervention addresses clinical concerns related to personnel and issues that impact job performance (who may be at risk of termination).	All Personnel (Referral Only)	1 Hour Per Week (up to 36 hours annually)	\$2,495 Yearly Or \$85 / Session
EAP-2 Services	Intervention addresses clinical concerns related to personnel and issues that impact job performance (who may be at risk of termination).	All Personnel (Referral Only)	2 Hours Per Week (up to 72 hours annually)	\$3,950 Yearly Or \$85 / Session
Understanding the evolution of gang development processes in the school setting	“Gang Think: How to address the bonds that destroy from a strengths perspective.”	Organizations and/or Individuals	4 Hours – 2 times per year	\$2,250 Yearly (Up to 25)

These add-on services are available under contract and must be included in the original terms of service to obtain the reduced rates, and to ensure availability of services for a particular district. Add On Services are frequently provided during early release days and/or on planning days, if/when available.

In some cases, Add-on services may need to be provided under separate contract due to funding limitations, mandates, and budgetary line item invoicing business practices. In the event a separate contract is needed for Add-on services, and in order for the district to obtain the discounted rates that are listed here, the add-on contract must be signed at the same time the counseling services program contract is signed.

ADDITIONAL SUPPORT STAFF

Other Service Providers. Due to the expandability of the Counseling Services Program in several North Florida Counties and School Districts, with program design and implementation limited only to statewide expansion, other similarly trained professionals, working under the direct supervision of LaRose, may be incorporated into one or more aspects of the service delivery structure. The Counseling Services Program will be universally applied in the event additional support staff is needed to fulfill the obligations of contract services. School districts may request certain providers to work within certain school settings, however LaRose cannot promise that requested clinicians can serve in requested schools due to program constraints – unless the retainer fee option of the contract terms is utilized.

PROGRAM EVALUATION AND OUTCOME MEASURES

The Counseling Services Program is a relatively new model in the provision of mental health services that are comprehensively provided in the academic setting. Services are developed and provided based upon the overall systemic and individual needs of all parties within the school system with a strategic method designed to simultaneously impact multiple parties – thus multiple parties serve to benefit from the Counseling Services Program. The best way to assess program efficacy is by including a program evaluation component.

Data Gathering & Report Categories. Program Evaluation data is tracked in every school district where the Counseling Services Program is provided using information from multiple sources. At the end of the academic year the data is compiled into a summary report and analysis that highlights the strengths and weaknesses of the Counseling Services Program. The outcomes for year one of the program, in two different school districts, are indicating results that meet or exceed the 80% to 90% efficacy rate in all five of the evaluated key program areas: 1) Independent Data Sources (such as demographics, service delivery breakdown, attendance records, and grades), 2) School Personnel Evaluations, 3) Youth Exit Interviews, 4) Pre and Post Intervention Psychosocial Functioning, and 5) a Cost Analysis between community based and academically provided mental health services. Subsequent years raw data findings have largely duplicated the year one-efficacy rates. Please see “Outcomes Publishing Date” section for additional raw data and evaluation findings (which may be directly linked to this particular district proposal and/or it may be limited to certain other districts).

Instruments. Besides the “independent data sources” that are used in the program evaluation report, there were/are various other assessment instruments developed to reliably and validly gather data. The evaluation instruments are attached to this proposal in the section titled “Evaluation Instruments.” Included are the “Personnel Evaluation Form,” the “Youth Exit Interview Form,” and the “Counselor Rating Index of Psychosocial Functioning Form.”

Outcomes Publishing Date. The program evaluation reports for year one (and for two counseling year programs) was previously published and posted on the web. Raw data for subsequent years has been compiled and prepared for report publishing. Current outcome reports that are available via the web can be located at the following URL: <http://www.nettally.com/kloze/page54.html>.

The 2008-2009 evaluation reports for year four of the program has been completed, and is currently available for release. The year four findings, if applicable to this specific school district, has been previously submitted to the administration, and it may be added to the above website URL as time permits.

CREDENTIALS

Licensure. The Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling Board has previously licensed LaRose as a Registered Clinical Social Worker Intern to provide clinical social work, psychotherapy, and mental health services in the State of Florida. The former license (ISW #3858) was issued by the Department of Health, Division of Medical Quality Assurance.

Effective January 30, 2009 LaRose passed the Association of Social Work Boards (ASWB) national clinical level examination mandated for full licensure, and on February 4, 2009, Florida's Department of Health (DOH) notified LaRose that the criteria for the credential of Licensed Clinical Social Worker (SW #9297) was met & issued. The LCSW licensure in Florida, voids the former internship licensure, and enables LaRose to work without direct clinical supervision.

LaRose's current licensure establishes that minimum legal standards have been met, that protected title status is ensured, and that mental health counseling services may be provided throughout the State (see FLA. §§ 491). A copy of the state LCSW license is provided to the school district upon request, however licensure may be verified via the MyFlorida.com website portal.

Academic. Kurt LaRose obtained his Master of Social Work degree from Florida State University, Tallahassee, Florida. His MSW is in the Clinical concentration and he is trained as a mental health professional. LaRose obtained his under graduate Bachelor of Arts degree from the first US university "without walls" in the Distance Learning program at Union Institute & University, Cincinnati, Ohio. His Associate of Arts degree was obtained from Tallahassee Community College, Tallahassee, Florida. LaRose graduated from each institution of higher learning with honors and academic awards of recognition including academic biographies published in *The Dean's List* and *The Chancellor's List*, and was a President's Award Nominee, the highest university award given, at UIU.

Security. LaRose has completed thorough and comprehensive background checks on numerous occasions spanning multiple years, initially in 1991 while working for and running a residential treatment program for abandoned, abused and neglected youth.

Background checks have included searches within local, state, and national realms of clearance. LaRose currently holds a "Background Clearance ID" issued by Leon County Schools, the regional provider of security clearances for various North Florida school districts. The level II clearance (State & Federal background checks) ID expires on September 20, 2010, and will be renewed prior to expiration by the appropriate security clearance provider.

Professional Membership. Kurt LaRose is a member of the National Association of Social Workers, which governs all aspects of professional social work values including the principles of professional and ethical conduct. The NASW mandates that its members abide by the Code of Ethics and in cases where it is believed that ethical considerations have been violated, requests for a professional review can be made to:

NASW
750 First Street, NE
Suite 700
Washington, DC 20002-4241

NASW Florida Chapter
1931 Dellwood Drive
Tallahassee, FL 32303

Most Relevant Experience. LaRose first began working with youth in 1990 with the co-development and implementation of a drug education program in Southeast Missouri. LaRose has developed and implemented mental health counseling programs in three different academic settings and in one primary care health care clinic with specialized experience in providing counseling to youth and families. Three of the counseling programs have been evaluated for efficacy, with most of the outcomes published and accessible via the internet (see website links section of this proposal for more information). Mr. LaRose has 2.5 years of experience in providing social, academic and behavioral instruction to youth in the group home setting, with one additional year in the treatment foster care setting. LaRose has completed extensive survey research on child welfare in America proposing a new model of care known as the Adult Welfare Model. He has experience in facilitating chemical dependency groups (based upon the 12-step recovery model), and has worked in the area of sexual acting out behaviors in children and sexual addiction in adults. LaRose is a provider of comprehensive clinical assessments that have been used in various legal, private, and clinical environments.

He specializes in academic services directed at youth, has co-developed and independently developed three youth counseling programs, and works with families, children, couples, and individuals in his Tallahassee private practice office. LaRose has been a university guest speaker, is an Adjunct Professor at Thomas University teaching school social work & conflict resolution, rural health & human services, human behavior in the social environment, and he provides field supervision to IV-E Child Welfare Program interns; LaRose has published articles on mental health assessment and diagnosis, choosing a therapist, conflict resolution, stress reduction, saying too much, career satisfaction, and controversial topics such as mental health & spirituality. Articles have appeared in the Honor Cord, *InSpire*, and in the *Specialty Practice Sections* NASW (Washington, D.C.) publications.

Resume. Resume, vitae, and biographical information can be accessed via the web at the following URL: www.nettally.com/klroze/jobsearch/resume.klarose.htm

CONTACT INFORMATION:

Office Location

220 John Knox Road, Ste 4A
Tallahassee, Florida 32303
Telephone: 850-545-2886
Email: KLROZE@nettally.com.

Mailing Address

PO Box 180671
Tallahassee, Florida 32318

PROPOSAL DISTRIBUTION AND DUPLICATION LIMITATIONS

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A limited release to duplicate this document is provided to the school districts that are considering and who are currently in negotiations for the use of the Counseling Services Program. The limited release to duplicate is expressly provided for the duration of the proposal period, which is traditionally during the summer months in between the academic school calendar (when classes are not in session). The limited release to duplicate remains in effect until either, 1) the first day of school (in cases where the proposal is not accepted by the GADSDEN COUNTY SCHOOL BOARD) or 2) for the duration of the contracted period (in cases where the proposal is approved by the School District).

All other duplication is prohibited, unless written permission is obtained from the author, Kurt LaRose, of this proposal.

Proprietorship. The Counseling Services Program is currently being developed and considered as a proprietorship program, replicable across multiple school districts in the State of Florida. Because many counseling services are available by providers other than LaRose (many services are already in existence with various school districts) and because most providers do not include the comprehensive aspects of the Counseling Services Program as one service delivery product, the contents of this proposal is the sole and exclusive property of Kurt LaRose, MSW and the Counseling Services Program.

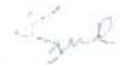
Disclaimer. Universally known therapeutic techniques, methods, and models of practice are not the property of LaRose and can be duplicated by similarly trained and licensed professionals. Yet, because most counseling programs (if any) do not provide the degree, level, and/or outreach aspects that are included in this documented program outlay, the "Counseling Services Program" may not be released by Gadsden County

School Board to other mental health providers, practitioners, or behavioral intervention specialists.

PROPOSAL SUBMISSION

This proposal for the Counseling Services Program is respectfully submitted on 06/10/09 to Wilma Jackson, ESE Director, Gadsden County School Board, 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351.

Sincerely Yours,



Kurt LaRose, MSW
PO Box 180671
Tallahassee, FL 32318
(850) 545-2886

Attachments:

- 1) Counseling Services Progress Sheet
- 2) School Referral for Counseling Services
- 3) Permission Slip for Counseling Services
- 4) Send My Child to a Counselor?
- 5) Evaluation Instruments (Staff, Students, & Counselor forms)
- 6) Agreement for Counseling Services

SCHOOL REFERRAL FOR COUNSELING SERVICES

The student, _____ (name)
____/____/____ (DOB) is being referred to the school
counseling services program. This referral is being made
by:

- Teacher _____
- Principal _____
- ESE Office _____
- Guidance _____

Attached to this referral is the permission slip that has
been signed by the parent/guardian. Please interview the
above named student as soon as possible.

This referral is being made due to:

- Academic Performance
- Classroom Behavior
- Loss (death, divorce)
- Mood (Angry, Sad, Other)
- Non-Compliance
- Poor Concentration / Off Task
- Sexual Acting Out
- Social / Peer Relations
- Suicidal Ideation
- _____

Comments: _____

Signed: _____
Date: _____

NOTE: Please complete this form, attach the permission
slip and send them to the office to be picked up by the
counselor, who is here one day per week. The counselor
will contact the student to schedule an interview as soon
as possible. Please keep this referral confidential.

Counselor:

Kurt LaRose, MSW
220 John Knox Road, Ste 4A
Tallahassee, FL 32303
Email: klroze@nettally.com

Mail:
PO Box 180671
Tallahassee, FL 32318
850-545-2886

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<< End School Referral >>

PERMISSION SLIP FOR SCHOOL COUNSELING SERVICES

Dear Parent / Guardian,

Your child, _____, has been referred to the school-counseling program. The counseling program takes place during regular school hours. Your child would be seen in a group or in an individual session each week and participate in a number of activities related to counseling.

In order for counseling services to be provided, your permission is needed. If you agree to allow your child to participate in the counseling program at the school please print and sign your name below. Return this form to the school with your child as soon as possible, as there are only a certain number of children who can be served each week.

I, _____ (parent / guardian printed name) agree to allow my child _____ (child's first / last name) born on _____ to participate in weekly counseling sessions for the current academic school year.

Signed: _____

Date: _____

Address: _____

Phone: _____

Should you need to speak to the counselor, you may contact the school and leave a message asking for a return phone call. The counselor who will be working with your child (provided you give your permission) is:

Counselor:

220 John Knox Road, Ste 4A
Tallahassee, FL 32303
Email: klroze@nettally.com

Mail:
PO Box 180671
Tallahassee, FL 32318
850-545-2886

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<< End Permission Slip >>

Send my child to a counselor?

It's not uncommon for parents who are considering counseling for their children to have many questions. In fact, asking the questions is a good idea; you should know what you're getting your child into and you should have enough information to make an informed decision. Listed below are several "common concerns" that are expressed by parents/guardians and some "other thoughts" that might be helpful in your decision.

COMMON CONCERNS...


- People will think my child is "crazy."
- Everyone will make fun of my child when they find out there's a counselor.
- Our problems are no else's business.
- We can solve our own problems.
- I must be a bad parent if my kid needs counseling.
school.
- Anyone who thinks my child needs counseling, must have a problem themselves.
- Once you start counseling, you never stop.

OTHER THOUGHTS ...

- Most children who go to a school counselor will not be diagnosed with any kind of mental disorder. Still, children face problems that require the help of a trained professional.
- Confidentiality ensures that only authorized people will know about counseling. Unless you tell someone, they will not know.
- Problems exist in *every family*; most need some kind of help in solving them.
- This is often very true. Counseling will help your child learn out how to solve many problems.
- Parenting is not always the problem. Children have struggles at home, but they can also have struggles in
- It is the intention of the school to help your child be successful in the classroom. Referrals to counseling are about solving problems that appear at school.
- Counseling will be provided during the school year, and only as long as you believe it is necessary. If your child does not want to participate in counseling, we will not require it – it really is your (and your child's) choice.

Hopefully your concerns have been addressed, but if not, please call the school and ask them to have the counselor contact you. Please be aware that counseling is only offered one day per week and that space is limited. If you want your child to be seen, please return the permission slip (on the back of this page) as quickly as possible.

My hope is that counseling will assist your child in many areas: academics, behavior, and social skills. Feel free to contact me at any time.



Kurt LaRose, MSW, LCSW
Counselor & Therapist
FLORIDA ISW #3858

"Send My Child to a Counselor?" © Copyright 2005-2009, Kurt LaRose, Tallahassee, FL 32308. Permission to reproduce and distribute is granted to all school personnel where Kurt LaRose is rendering counseling services. All other use is prohibited without written permission.

<< End Send My Child to a Counselor? >>

EVALUATION INSTRUMENTS

The following pages include information related to the assessment instruments for the Counseling Services Program. The following three instruments do not factor student grades, student attendance, service provision breakdown, individual/group/family sessions, or demographic data in the assessment process. This data is tracked via multiple methods, thus no single form is referenced herein.

Personnel Evaluation Form

School: _____ Dates of Service: _____ Evaluation form deadline: _____

The questions below are related to the counseling services that were provided during the year, by Kurt LaRose. Please answer these questions to the best of your ability. This evaluation is anonymous, but should be returned to the administrator who gave it to you. Your feedback will be used to determine if the program was beneficial to the school and the students and to provide the School District with needed information. Thank you.

The counselor was professional, courteous and cooperative with school personnel:

0	1	2	3	4	5
Unable To Answer	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree

COMMENT _____

The counselor was professional, courteous and cooperative with the students:

0	1	2	3	4	5
Unable To Answer	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree

COMMENT _____

The counseling program appeared to run smoothly:

0	1	2	3	4	5
Unable To Answer	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree

COMMENT _____

The youth who were served by the program improved throughout the year:

0	1	2	3	4	5
Unable To Answer	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree

COMMENT _____

The youth who were served by the program worsened throughout the year:

0	1	2	3	4	5
---	---	---	---	---	---

Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counseling program was helpful to school personnel:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counseling program is needed at this school this year:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counseling program is not needed at this school next year:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counselor was accessible each week to ask and answer questions (for teachers, administrators, and parents):

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The "Intro to Counseling Services Seminar" at the beginning of the year, and the "Counseling Services Wrap-up Seminar" at the end of the year were helpful:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

I would like the Counseling Services program to add a one-day workshop addressing "The Issues of Escalating and De-escalating Behavior in the Classroom":

0 1 2 3 4 5

Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counselor made sure to keep the whereabouts of the youth monitored each week:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

The counselor was professional on the telephone, in the use of email, and in other forms of communication:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

I would recommend that this program continue in the future:

0 1 2 3 4 5
Unable To Answer Strongly Agree Agree Somewhat Disagree Strongly Disagree

COMMENT

I would recommend that the program add (list aspects that you think are needed for the program):

I would recommend that the program discontinue (list aspects of the program that you think are not needed or that are unnecessary):

Other Comments:

<< End Personnel Evaluation Form >>

Youth Exit Interview

NOTE: The following questions are those that are asked of each youth in the exit interview. These questions are asked in an open-ended format in face-to-face interviews.

- What did you like about counseling?
- What did you dislike about counseling?
- What did you find hard about counseling?
- What would you like to see changed next year in counseling?
- What would you like to see stay the same next year?
- Did you learn anything about yourself?
- If you could say anything to the people who created / developed the counseling program, what would that be?

<< End Exit Interview Questions >>

**COUNSELOR RATING INDEX OF PSYCHOSOCIAL FUNCTIONING
(PRE and POST INTERVENTION)**

The "counselor rating index" (CRI) is comprised of a program specific 6-point Likert response set, developed in relationship to the Global Assessment of Functioning GAF Scores, commonly used by U.S. mental health professionals. GAF is outlined in the Diagnostic and Statistical Manual of Mental Disorders, published by the American Psychological Association (DSM-IV TR, 2003, p. 34). It is important to note that the GAF Scale was not directly used in the actual counselor evaluation, but rather a trimmed down comparative "counselor rating index (CRI)" was designed and used. GAF categories are broken down into 10-point segments, thus 20-point ranges (seen below in the left hand column) means that two categories of GAF were merged for the sake of an equitable comparison with the CRI. The comparison of the CRI with the GAF Scale is highlighted below:

Counselor Rating Index

5 = Excellent Psycho-Social Functioning
4 = High Psycho-Social Functioning
3 = Psycho-Social Limitations Evident
2 = Low Psycho-Social Functioning
1 = Minimal Psycho-Social Functioning
0 = Other intervention indicated

Global Assessment of Functioning Scale

100 – 81 "Superior, Absent" or "Minimal Symptoms"
80 – 61 "expectable reactions" or "Mild Symptoms"
60 – 51: "Moderate Symptoms [or] Moderate Difficulty"
50 – 41: "Serious Symptoms [or] Reality Testing"
40 – 31: "Some Impairment [or] Major Impairment"
30 ≤ : "Delusions [or] Persistent Danger"

Psychosocial functioning addresses multiple areas of clinical concern in the provision of mental health services. Scores are not necessarily indicative of mental disorders, even if the scores (GAF or CRI) are low. Biological factors, substance use, as well as situational and environmental variables are useful in assessing for mental illness, but these scores are not the only variables that are used to do so. For the purposes of evaluation mental illness was not necessarily the assessment variable measured in the CRI, but it was not excluded either; rather the degrees of functioning were measured pre intervention and post intervention.

The CRI was developed by Kurt LaRose, MSW for the sole purpose of program evaluation for the Counseling Services Program.

<< End CRI >>

AGREEMENT FOR THE COUNSELING SERVICES PROGRAM

THIS IS AN AGREEMENT ENTERED INTO BETWEEN KURT LaROSE AND GADSDEN COUNTY SCHOOL BOARD (GCSB) FOR THE PURPOSES OF PROVIDING PSYCHOTHERAPY/COUNSELING SERVICES TO STUDENTS AT WEST GADSDEN HIGH SCHOOL. THE DATES OF THIS AGREEMENT BEGINS ON AUGUST 5, 2009 AND ENDS ON JUNE 5, 2010.

KURT LaROSE AGREES TO PROVIDE THE FOLLOWING SERVICES:

1. Seven (7) clinical hours of counseling services per week to students. A clinical hour lasts 40 to 50 minutes.
2. Up to two (2) additional hours, each week, of consultation and mediation with therapists, parents, guardians, teachers, counselors and GADSDEN COUNTY SCHOOL BOARD staff, including treatment planning, assessment, school related meetings, record keeping, and commuting time from Tallahassee to _____ SHCOOL.
 - a. All requests for clinical input and opinions made by GADSDEN COUNTY SCHOOL BOARD will be provided as a part of the terms of this agreement, not to exceed the total weekly hours as described in section 1 and 2; the daily maximum number of hours in this agreement equals a total of nine (9).
 - b. Services that are requested by GADSDEN COUNTY SCHOOL BOARD, requiring hours in excess of nine (9), will be offered at a rate of seventy-five dollars (\$75) per hour and billed to GADSDEN COUNTY SCHOOL BOARD in addition to the daily rate of \$425.00.
3. To provide treatment plans for every student who receives counseling services; treatment plans will be developmentally appropriate and designed to assist students and may be assigned to youth individually and/or collectively depending on the needed intervention.
4. Progress reports will be provided to the school upon request, explicating general information about all

students' responses to counseling services. Specific progress reports on individual children cannot be provided without the written and expressed permission of the child's parents/guardians and/or without the expressed assent of the particular youth.

5. To retain student-counseling records for a minimum of three years, the term for which will commence upon the termination of this agreement. The retention of records will be extended beyond three years, as is mandated by law, the standard of care, or at the option and discretion of LaRose.
6. To provide a 20 - 30 minute "Introduction to Counseling Services" seminar for the staff at _____ SCHOOL, preferably to occur at the commencement of this contract. The seminar will be provided one time, at the request of the school.
7. In the event an introductory seminar cannot be arranged at the school, the school district and/or school administration agree to advise its staff to review certain website information regarding school counseling services. The specific website URL's will be disbursed to school staff via school memo, email, or letter, authorized by the principal and disbursed by the secretarial support staff.
8. To provide a 20 - 30 minute "Counseling Services Wrap-up" seminar for the staff at _____ SHCOOL, preferably to occur prior to, and near the termination of this contract. The seminar will be provided one time, at the request of the school.
9. To evaluate counseling services at or near the end of the contract year, with evaluation instrument(s). The instrument(s) will be disbursed to appropriate staff and involved school personnel, and participating youth.

GCSB AND _____ SCHOOL AGREE TO PROVIDE:

1. Space where weekly counseling services can be confidentially provided, such as a room that will accommodate individuals and small groups, at _____ SHCOOL.

2. A referral list of students to be assessed for counseling services with signed permission slips (as determined by GCSB) along with necessary contact information (such as class schedules, teacher names and telephone extensions).
3. Confidential student records for all students who are referred to and receiving counseling services, as long as a release of information is provided to the school, signed by the appropriate legal guardian.
4. Payment in the amount of \$425.00, payable to Kurt LaRose, for the hours of services that are provided to GADSDEN COUNTY SCHOOL BOARD, not to exceed nine (9) total hours for each contracted day of service. Payment will be made in a timely manner, for each day LaRose is at the school, consistent with the terms of this agreement, and in accordance with the routine payment processes of GCSB. Payment for services is not to extend past 30 days from the date of the monthly invoices.

ADD ON SERVICES:

"Add-On Services" are offered to the district to address needs and interests of teachers, students and parents. Details of each add-on service, it's accompanying title and fee is listed below.

LaRose will provide selected add-on services at logistically appropriate dates and times, usually during early release days and/or planning days, in accordance and in agreement with the school. Add-on services are billed over the course of the entire contract, by averaging out the total add-on amount due over the course of the total number of months that this contract is in effect. Add-on billing averages are in addition to the daily contract rate for counseling services, and will appear on the monthly invoice as "Add-On Service: Title Here." The dates and times of service will be listed in the description of the invoice.

By checking each Add-On that GADSDEN COUNTY SCHOOL BOARD chooses to utilize with a "yes" the GCSB also indicates with an "x" if it chooses the annual option or if it chooses a certain number of times that an Add-On is requested. The appropriate signing GCSB representative

initials the acceptance or refusal of Add-On services below:

Add-On Title	Add-On Description	Target Groups	Time Frames	Cost	"Yes" or "No" & Initials
1 Additional Day	See Counseling Services Program Proposal	Students	1 Additional Day Per Week	\$400 Per Day	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
Anger Management	Helps students (up to 10 per session) with anger and aggressive issues. Includes presentations, appropriate expressions, inappropriate contrasts, and role-plays.	Students (Referral Only)	2-4 Hours – 3 times per year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
Conflict Resolution	Provides sessions where conflicts between youth can be resolved – addresses ongoing historical problems between peers and/or in crisis situations.	Students	2 Hour Sessions	\$95 Per Session (2 Youth)	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
Peer Counseling	Provides information to youth and staff about peer counseling programs with an in-service seminar on student/staff applications in the school setting	Students / Staff	2-4 Hours – 3 times per year (max = 10 students per session & staff)	\$1,550 Yearly or \$650 per session (10 youth)	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
De-escalating & Redirect in the Classroom	Helps staff improve classroom behavior while reducing student referrals. Includes statistics, research, power point presentation and role-plays.	All Teachers And Support Staff	4 Hours – 2 times per year	\$1,950 Yearly	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
Good Touch / Bad Touch®	Age appropriately presented related to touch between youth and others; the program is DOE approved. Includes presentation and role-plays.	Students	3 Hours – 2 times per year	\$1,550 Yearly	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
EAP-1 Services	Intervention addressing various clinical concerns related to school personnel and issues that impact job performance and who are at risk of termination.	All Personnel (Referral Only)	1 Hour Per Week (up to 36 hours annually)	\$2,495 Yearly Or \$85 Per Session	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
EAP-2 Services	Intervention addressing various clinical concerns related to school personnel and issues that impact job performance and who are at risk of termination.	All Personnel (Referral Only)	2 Hours Per Week (up to 72 hours annually)	\$3,950 Yearly Or \$85 Per Session	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions
Understanding the evolution of gang development processes in the school setting	"Gang Think: How to address the bonds that destroy from a strengths perspective."	Organizations and/or Individuals	4 Hours – 2 times per year	\$2,250 Yearly (Up to 25)	__ Yes __ No ____ Initial __ Yearly or __ # of Sessions

ADDITIONAL STATEMENT OF AGREEMENT:

Counseling services will be provided during regular school days and during regular GCSB hours of operation at _____ SCHOOL. This agreement shall remain in force for the 2009-2010 academic school year.

Either contractual party (GADSDEN COUNTY SCHOOL BOARD or Kurt LaRose) may terminate this agreement by providing a written notice at least thirty (30) days in advance of ending services, unless such termination is prohibited, such as in the case of acceleration (see "ACCELERATION FOR NON-PAYMENT").

Kurt LaRose agrees to perform all counseling duties as outlined herein. Counseling services will be provided in accordance with all applicable federal and state laws, in conjunction with the highest standards of care that are acceptable and known to the clinical social work profession. Kurt LaRose agrees to demonstrate clinical competence and to exhibit ethical standards of conduct as set forth by the National Association of Social Workers and its regulatory and governing Code of Ethics. The Code of Ethics may be accessed online at: <http://www.socialworkers.org/pubs/code/code.asp>

If GADSDEN COUNTY SCHOOL BOARD and/or _____ SHCOOL believe that the NASW Code of Ethics has been violated during the course of this agreement, a complaint may be registered with the NASW, requesting a Professional Review:

NASW
750 First Street, NE
Suite 700
Washington, DC 20002-4241

NASW Florida Chapter
1931 Dellwood Drive
Tallahassee, FL 32303

ACCELERATION FOR NON-PAYMENT:

If at any time the payment terms of this contract are not being adhered to by the district, and payment ever becomes 45 days past due, the Counseling Services Program and Kurt LaRose will accelerate the billing terms of the entire contract and full payment will be immediately payable and

due. Acceleration means that any dates of service that would normally be provided to the district under this contract, that have not already been billed for, will become billable days at the full daily rate - as if the services were already provided. If an acceleration invoice is sent to the district prior to a written notification of intent to terminate this contract, a subsequent notice to terminate will not release the district from being responsible to pay the accelerated amount. The school district agrees to pay any and all accelerated amounts within 30 days of the accelerated invoice. Acceleration does not release either party from fulfilling its contractual obligations for daily services, at the daily rate. In the event acceleration occurs, the Counseling Services Program agrees to provide the district the equivalent number of days of counseling, figured by dividing the daily rate into the total accelerated amount.

RETAINER:

Because LaRose and the Counseling Services Program is only able to provide services a certain number of days each week (up to five) and because the Counseling Services Program negotiates rates with various school districts in North Florida, it is possible and understood that multiple districts will contract simultaneously. To ensure that LaRose is the only provider of counseling services in a particular school for a certain number of days each week, and to request that LaRose reserve a certain number of days each week in a particular school district, the district must forward a non-refundable retainer fee in the amount of 5% of the total contracted amount.

If the district elects to proceed in the contract approval process without the use of a retainer fee, LaRose and the Counseling Services Program cannot ensure availability of LaRose as the provider of services to the district - in which case another similarly trained provider will serve as an agent of LaRose. In the event the district pays the retainer fee, and the board does not approve the contract terms, LaRose may at his sole discretion and sole option, keep the retainer fee for tentatively reserving specific days of the week, for the upcoming academic year.

CONTRACT PREFERENCES, COST ESTIMATES, AND TOTALS:

Daily counseling services in the school. The total number of days, each week, which the GADSDEN COUNTY SCHOOL BOARD contracts with LaRose for services, is one day. The total number of days, for the 2009 - 2010 academic year, which the GADSDEN COUNTY SCHOOL BOARD contracts with LaRose for counseling services, may not exceed a total of 35. The preferred days of service each week is: as scheduled with the school (Mon, Tues, etc.). The total annual cost allowable for daily counseling services, under this agreement, is maximized at \$15,000.

Other Add-on Services. The GADSDEN COUNTY SCHOOL BOARD has indicated in the "Add-On Services" section of this agreement its preferences for additional professional services, exceeding those provided as daily counseling services. The annual cost of the chosen Add-On Services is \$ (see "Add-On Services" section with appropriate check marks to calculate total annual amount. If none are chosen enter a zero).

Retainer Fee. If the district chooses to retain LaRose as the onsite counselor for the contract proposal herein, a 5% non-refundable retainer fee must be paid to LaRose upon approval of the contract terms. If the retainer option is selected, it is/was paid to LaRose on _____, 2009. The retainer (5% of the \$15,000 total maximized contract estimate amount noted in the previous paragraph) it is/was paid to LaRose in the amount of \$ (enter zero if the retainer option is not used *).

* It is understood that if the school board does not elect to use the retainer fee option, and/or if LaRose does not deposit such retainer, LaRose will not guarantee to personally serve as the onsite provider of counseling services. When the retainer fee option is not utilized by the school district, LaRose agrees to provide the appropriately trained and licensed professional who will work under LaRose, as the onsite provider.

AUTHORIZED SIGNATURES:

Both parties have read this agreement, and both parties agree to the terms herein by willingly signing the AGREEMENT FOR THE COUNSELING SERVICES PROGRAM. Kurt LaRose and GADSDEN COUNTY SCHOOL BOARD attest, with their representative signatures below, that this contract has been read, understood, and accepted in its entirety, and both contractual parties acknowledge receipt of a signed copy of this agreement.

Kurt LaRose, MSW, LCSW
PO Box 180671
Tallahassee, FL 32318
850-545-2886

Date

GADSDEN COUNTY SCHOOL BOARD
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

Date

Printed Name
GADSDEN COUNTY SCHOOL BOARD
Authorized Representative

<< End Agreement for Counseling Services >>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

Date of School Board Meeting: September 28, 2010

TITLE OF AGENDA ITEM: **Exceptional Student Education Policies and Procedures (SP&P)**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

Approval for amendments of current Polices and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students (SP&P) for the 2009-2010 to 2011-2012 School Year.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

gxf

PREPARED BY: **Wilma Jackson, Director**

POSITION: **Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary for

revised 0591

Proof read by:

Margaret A Bronson

SIGNATURE PAGE

School District: GADSDEN

Administrator of Exceptional Student Education:

This document reflects amendments to the 2009–2010 through 2011–2012 SP&P.

This document is effective for the 2009–2010 through 2011–2012 school years.

CERTIFICATION OF APPROVAL

I, Reginald C. James, do hereby certify that the statements below are true:

Signature of Superintendent of School District
or Authorized Representative of Governing Body or Agency

Date of Approval

SPECIAL PROGRAMS AND PROCEDURES

The district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document was approved by the governing body for submission to the Florida Department of Education on the date indicated.

The contents of this document preprinted by the Florida Department of Education have not been altered in any way.

The school district shall implement the requirements of any statutes or State Board of Education rules affecting programs for exceptional students during the effective dates of this document.

The school district shall implement the requirements of the Individuals with Disabilities Education Act (IDEA) and its implementing requirements at Section 300 of Title 34 of the Code of Federal Regulations.

SCHOOL DISTRICT POLICIES AND PROCEDURES

Any district-produced policy and procedures documents that meet the following criteria have been submitted to the Florida Department of Education with the SP&P. Such documents:

- Supplement the information contained in the district's SP&P
- Address school district exceptional student education procedures or policies
- Are adopted by the school board as school district policy

Exceptional Student Education Policies and Procedures (SP&P): Amendment Table
August 2010

* The SP&P is created as a Portable Document Format (PDF) file that cannot be edited by the district, with the exception of designated text boxes. Therefore, upon final approval of the revised content, **the Bureau of Exceptional Education and Student Services (Bureau) will remove selected sections from the district's SP&P and insert the revised sections.** A unified PDF file of the district's SP&P will be provided electronically to the district and posted on the Bureau website at <http://www.fldoe.org/ese/ppd.asp>.

Source and SP&P Content Revision	Required Action	Remove*	Insert*
<p>Section 1003.573, Florida Statute (F.S.), Use of seclusion and restraint on students with disabilities.</p> <ul style="list-style-type: none"> • All new content establishing documentation, reporting, and monitoring requirements 	<ul style="list-style-type: none"> • Indicate on page 4a whether the district will submit documentation, reporting, and monitoring procedures for the use of restraint and seclusion no later than January 31, 2011, or provide them at this time. • If the district is providing its procedures at this time, additional information is required on pages 4a–4g. • Include Appendix D if applicable 	<p>Page 4 Part I Section A</p>	<p>Pages 4a–4g Part I Section A</p> <p>Page 142 Appendix D, if applicable</p>
<p>Rule 6A-6.03023, Florida Administrative Code (F.A.C.), <i>Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder</i></p> <ul style="list-style-type: none"> • Changes Asperger's syndrome to Asperger's disorder. • Conforms rule references to general supervision rules 	<ul style="list-style-type: none"> • Indicate on page 54 whether additional information is provided. • Submit Appendix B only if there are changes. 	<p>Pages 53–54 Part II Section B.1</p>	<p>Pages 53–54 Part II Section B.1</p>
<p>Rule 6A-6.03013, F.A.C., <i>Exceptional Student Education Eligibility for Students who Are Deaf or Hard-of-Hearing</i></p> <ul style="list-style-type: none"> • Changes use of developmental scales from students under age six to students under age seven • Updates evaluation requirements • Conforms rule references to general supervision rules 	<ul style="list-style-type: none"> • Indicate on page 57 whether additional information is provided. • Submit Appendix B only if there are changes. 	<p>Pages 55–57 Part II Section B.2</p>	<p>Pages 55–57 Part II Section B.2</p>
<p>Rule 6A-6.03027, F.A.C., <i>Exceptional Student Education Eligibility for Prekindergarten Children with Developmental Delay</i></p> <ul style="list-style-type: none"> • Removes requirement for communication screening to align with Rule 6A-6.0331(2), F.A.C. • Conforms rule references to general supervision rules 	<ul style="list-style-type: none"> • Indicate on page 60 whether additional information is provided. • Submit Appendix B only if there are changes. 	<p>Pages 58–60 Part II Section B.3</p>	<p>Pages 58–60 Part II Section B.3</p>

Exceptional Student Education Policies and Procedures (SP&P): Amendment Table
August 2010

Source and SP&P Content Revision	Required Action	Remove*	Insert*
<p>Rule 6A-6.03022, F.A.C., <i>Exceptional Student Education Eligibility for Students with Dual-Sensory Impairments</i></p> <ul style="list-style-type: none"> Deletes obsolete language related to funding Conforms rule references to general supervision rules 	<ul style="list-style-type: none"> Indicate on page 64 whether additional information is provided. Submit Appendix B only if there are changes. 	Pages 61–64 Part II Section B.4	Pages 61–64 Part II Section B.4
<p>Rule 6A-6.03016, F.A.C., <i>Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities</i></p> <ul style="list-style-type: none"> Adds content related to student evaluation Provides clarity regarding functional behavioral assessment (FBA) as component of evaluation References general education interventions Conforms rule references to general supervision rules 	<ul style="list-style-type: none"> Indicate on page 67 whether additional information is provided. Submit Appendix B only if there are changes. 	Pages 65–67 Part II Section B.5	Pages 65–67 Part II Section B.5
<p>Rule 6A-6.030151, F.A.C., <i>Exceptional Student Education Eligibility for Students with Orthopedic Impairment</i></p> <ul style="list-style-type: none"> Adds content related to student evaluation Conforms rule references to general supervision rules Deletes reference to physically impaired in title Allows for the use of a medical evaluation from an out-of-state licensed physician 	<ul style="list-style-type: none"> Indicate on page 74 whether additional information is provided (Appendix B). Submit Appendix B only if there are changes. 	Page 74 Part II Section B.9	Page 74 Part II Section B.9
<p>Rule 6A-6.030152, F.A.C., <i>Exceptional Student Education Eligibility for Students with Other Health Impairment</i></p> <ul style="list-style-type: none"> Adds content related to student evaluation Conforms rule references to general supervision rules Deletes reference to physically impaired in title Allows for the use of a medical evaluation from an out-of-state licensed physician 	<ul style="list-style-type: none"> Indicate on page 75 whether additional information is provided (Appendix B). Submit Appendix B only if there are changes. 	Page 75 Part II. Section B.10	Page 75 Part II. Section B.10
<p>Rule 6A-6.030153, F.A.C., <i>Exceptional Student Education Eligibility for Students with Traumatic Brain Injury</i></p> <ul style="list-style-type: none"> Adds content related to student evaluation Conforms rule references to general supervision rules Deletes reference to physically impaired in title Allows for the use of a medical evaluation from an out-of-state licensed physician 	<ul style="list-style-type: none"> Indicate on page 77 whether additional information is provided (Appendix B). Submit Appendix B only if there are changes. 	Pages 76–77 Part II Section B.11	Page 76–77 Part II Section B.11

Exceptional Student Education Policies and Procedures (SP&P): Amendment Table
August 2010

Source and SP&P Content Revision	Required Action	Remove*	Insert*
<p>Rule 6A-6.03012, F.A.C., <i>Exceptional Student Education Eligibility for Students with Speech Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Speech Services</i></p> <ul style="list-style-type: none"> • Revised to align with revised Rule 6A-6.03012, F.A.C. • Changes rule title • Includes minimum evaluation components for speech sound, fluency, and voice evaluations • Updates eligibility criteria for speech sound disorders 	<ul style="list-style-type: none"> • Indicate on page 86c whether additional information is provided (Appendix B). • Submit Appendix B only if there are changes. 	<p>Pages 85–87 Part II Section B.13</p>	<p>Pages 85, 86a–86c Part II Section B.13(a)</p>
<p>Rule 6A-6.030121, F.A.C., <i>Exceptional Student Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services</i></p> <ul style="list-style-type: none"> • Revised to align with new Rule 6A-6.030121, F.A.C. • Includes minimum evaluation components for language evaluations • Updates eligibility criteria for language impairments 	<ul style="list-style-type: none"> • Indicate on page 87e whether additional information is provided (Appendix B). • Submit Appendix B only if there are changes. 	<p>No pages to remove</p>	<p>Pages 87a–e Part II Section B.13(b)</p>
<p>Rule 6A-6.03028, F.A.C., <i>Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities</i></p> <ul style="list-style-type: none"> • Revises requirement related to self-determination to be included as a part of the individual educational plan (IEP) team meeting from age 16 to age 14. 	<ul style="list-style-type: none"> • Indicate on page 97 the name(s) or position(s) of the individuals who have the authority to agree or consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting. • Indicate on page 103 whether additional information is provided (Appendix B). • Submit Appendix B only if there are changes. 	<p>Pages 95–103 Part II Section D</p>	<p>Pages 95–103 Part II Section D</p>
<p>Rule 6A-1.0943, F.A.C., <i>Statewide Assessment for Students with Disabilities</i></p> <ul style="list-style-type: none"> • Removes reference to students eligible under Section 504 of the Rehabilitation Act • Removes sections related to additional diagnostic 	<ul style="list-style-type: none"> • Indicate on page 112a whether the district administers any districtwide assessment of student achievement, including titles of assessment(s) and corresponding 	<p>Pages 110–112 Part II Section F</p>	<p>Pages 110–112, 112a Part II Section F</p>

Exceptional Student Education Policies and Procedures (SP&P): Amendment Table
August 2010

Source and SP&P Content Revision	Required Action	<i>Remove*</i>	<i>Insert*</i>
assessments and remediation <ul style="list-style-type: none"> • Adds information about end of course (EOC) assessment waiver for students with disabilities (per s. 1003.428, F.S.) • Adds special exemption for Florida Alternate Assessment (FAA) 	alternate assessment(s) as applicable		
Section 1002.32, F.S., Developmental research (laboratory) schools. <ul style="list-style-type: none"> • New section to describe the exceptional education services available within the lab school 	<ul style="list-style-type: none"> • Include on page 144 information describing exceptional education services available within the lab school 	No pages to remove	Page 143 Appendix E

Part I. General Policies and Procedures

Section A: Legal Requirements

Statutory and Regulatory Citations

Sections 1003.57 and 1003.573, Florida Statutes (F.S.)
 Rule 6A-6.03411, Florida Administrative Code (F.A.C.)

Requirement Related to ESE Policies and Procedures

For a school district or agency under contract to the Florida Department of Education (FDOE) to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall:

1. Develop a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students
2. Submit its written statement of policies and procedures to the Bureau of Exceptional Education and Student Services (Bureau) for approval
3. Report to the Bureau the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by FDOE

The Individuals with Disabilities Education Act (IDEA), corresponding federal regulations, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's *Exceptional Student Education (ESE) Policies and Procedures (SP&P)* document.

The school district will submit the SP&P document in accordance with the timelines established in s. 1003.57, F.S., and Rule 6A-6.03411, F.A.C.

Requirement Related to the Use of Restraint and Seclusion

House Bill 1073, which became effective on July 1, 2010, created section 1003.573, F.S., *Use of seclusion and restraint on students with disabilities*. This statute establishes documentation, reporting, and monitoring requirements and requires that the use of restraint and seclusion be addressed in the district's SP&P no later than January 31, 2011. One of the following must be selected:

<input checked="" type="checkbox"/>	A. The district will submit its procedures for documentation, reporting, and monitoring the use of restraint and seclusion with students with disabilities to the Bureau via an amendment to its SP&P no later than January 31, 2011 . If this option is selected, stop here .
<input type="checkbox"/>	B. The district's procedures for documentation, reporting, and monitoring the use of restraint and seclusion with students with disabilities are provided. If this option is selected, complete each of the sections below.

District Policies

1. Physical restraint – One of the following must be selected:

<input type="checkbox"/>	A. The district has a written policy regarding allowable use or prohibition of physical restraint. A copy of the policy is included in Appendix D .
<input type="checkbox"/>	B. The district does not have a written policy regarding allowable use or prohibition of physical restraint.

2. Seclusion – One of the following must be selected:

<input type="checkbox"/>	A. The district has a written policy regarding allowable use or prohibition of seclusion. A copy of the policy is included in Appendix D .
<input type="checkbox"/>	B. The district does not have a written policy regarding allowable use or prohibition of seclusion.

Prohibited Actions

1. School personnel will not use a mechanical restraint or manual physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A-58.0084, F.A.C.

Documentation and Incident Reporting

1. Schools are required to notify the parent or guardian each time manual physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or e-mail, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **was notified of the student's restraint or seclusion**.
3. The school will prepare an incident report within 24 hours after a student is released from seclusion or restraint. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three (3) school days after the student was manually physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report**.
5. The following will be included in the incident report:
 - a) The name of the student restrained or secluded
 - b) The date and time of the event, and the duration of the restraint or seclusion
 - c) The location at which the restraint or seclusion occurred
 - d) The type of restraint used
 - e) The name of the person using or assisting in the restraint or seclusion of the student
 - f) The name of any nonstudent who was present to witness the restraint or seclusion
 - g) A description of the incident, including:
 - i. The context in which the restraint or seclusion occurred
 - ii. The student's behavior leading up to and precipitating the decision to use manual physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others
 - iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
 - iv. What occurred with the student immediately after the termination of the restraint or seclusion

- v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies
 - vi. Evidence of steps taken to notify the student's parent or guardian
6. Incidents of manual physical restraint and seclusion are reported each month that school is in session to the school principal, ESE director, and Department of Education. Reporting to the Department will be accomplished via a website developed for this purpose, in a manner prescribed by the Department.

District Procedures

1. The district has in place policies and procedures that govern (a) parent notification, (b) incident reporting, (c) data collection, and (d) monitoring of the use of restraint or seclusion on students with disability.
2. Monitoring is conducted at the classroom, school building, and district levels.
3. The district's specific procedures for each of the requirements are provided on the following pages.
 - a) Procedures for providing **written notification** to the parent **on the day of the incident** regarding the use of restraint or seclusion are described below:

Procedures must include the following:

- How parents are provided written notice on the day the restraint or seclusion occurred
- The person responsible for preparing the written notice
- How reasonable efforts are made on the day of the incident to contact the parent by phone or e-mail or both
- In addition to the parent, to whom in the school or district is notification provided and how this is done
- How records of the parent's acknowledgement of the notification are retained, and action to be taken in the event the parent does not provide a signed acknowledgement

- b) Procedures for providing the parent with a copy of the **written incident report within three school days** of the incident are as follows:

Procedures must include the following:

- The person responsible for preparing the incident report
- How parents are provided a copy of the incident report within three school days of the incident
- In addition to the parent, to whom in the school or district is the incident report provided and how this is done
- How records of the parent's acknowledgement that the incident report was received are retained, and action to be taken in the event the parent does not provide a signed acknowledgement

- c) Procedures for **collecting and reporting to the school, district, and Department** data regarding the use of restraint or seclusion with students with disabilities are as follows:

Procedures must include the following:

- Data collected in addition to that required by the Department's website, if any
- The person responsible for collecting and reporting data within the school and district, and to whom it is reported (e.g., principal, ESE director, superintendent)
- The person responsible for collecting and reporting data to the Department via the website
- The frequency or other timelines for data collection and reporting within the district and to the Department

- d) Procedures for **monitoring** the use of manual physical restraint or seclusion with students with disabilities, at the classroom, school building, and district levels, are as follows:

Procedures must include the following:

- A description of the monitoring processes implemented at the
 - Classroom level
 - School building level
 - District level
- A description of the processes for monitoring
 - Incidents of seclusion and incidents of restraint
 - Timely notification to parents of the incident
 - Timely provision of the incident report to the parent
 - Timely and accurate submission of data to FDOE
- The person(s) responsible for oversight of the monitoring process
- How documentation is maintained
- The frequency or other timelines for data collection and reporting
- Methods for evaluating the extent to which the use of manual physical restraint or seclusion was in accordance with district policies, as applicable, including the reporting requirements
- Determining actions to be taken in the event district policies are violated

Monitoring procedures (continued):

Part I. General Policies and Procedures

Section H: Student Evaluations and Reevaluations

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.300–300.305

Section 490, Florida Statutes (F.S.)

Rules 6A-1.044, 6A-1.0502, 6A-4.0311, 6A-6.0331, and 6A-6.03411, Florida Administrative Code (F.A.C.)

Definitions

1. Evaluation is the process used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the exceptional student education (ESE) that the student needs.
2. Reevaluation of a student with a disability is the process whereby information about the student is gathered and reviewed to determine whether the student continues to have a disability and be in need of specially designed instruction and related services, and the educational needs of the student.

Procedures for Evaluation

1. Responsibility for evaluation
 - a) The school district is responsible for conducting all initial evaluations necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.
 - b) Evaluation specialists include, but are not limited to, persons such as physicians, school psychologists, psychologists, speech/language pathologists, teachers, audiologists, and social workers, with each such person licensed in the professional's field as evidenced by a valid license or certificate to practice such profession in Florida.
 - c) Educational evaluators not covered by a license or certificate to practice a profession in Florida either hold a valid Florida teacher's certificate or are employed under the provisions of Rule 6A-1.0502, F.A.C.
 - d) Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
 - e) The standardized assessment of adaptive behavior includes parental input regarding the student's adaptive behavior.
 - f) In circumstances where the student's medical care is provided by a physician licensed in another state, at the discretion of the district administrator for exceptional student education, a report of a physician licensed in another state may be accepted for the purpose of evaluation and consideration of eligibility as a student with a disability.
2. Evaluation timelines
 - a) The school district must make one of the following determinations, documented in the student's educational record, prior to the request for an initial evaluation:
 - General education interventions have been implemented and indicate that the student should be considered for ESE eligibility
 - The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student
 - b) If a parent requests that the school district conduct an initial evaluation prior to the completion of the general education interventions, the school district must:

- Obtain consent for and conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student's eligibility
 - Provide the parent with written notice of its refusal to conduct the evaluation
- c) The school district ensures that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance, after the school district's receipt of the parental consent for evaluation.
- d) The determination of whether a student is "in attendance" must be made consistent with the school board's policies implementing Rule 6A-1.044, F.A.C., which requires the reporting of students' attendance.
- e) The 60-day timeline for evaluation does not apply if:
- The parent repeatedly fails or refuses to produce the student for the evaluation
 - A student enrolls in a school served by the school district after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed.

Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.

- f) The school board ensures that students suspected of being gifted are evaluated within a reasonable period of time. The district makes every effort to complete evaluations for students suspected of being gifted within the timeframe described below:

Initial gifted evaluations will be completed within 60 school days (cumulative) of which the student is in attendance, after the school district's receipt of the parental consent for a gifted evaluation. The same exclusions and consent standards will be applied to gifted and disabled.

3. Parent consent

- a) The school district will provide notice to the parent that describes any evaluation procedures the school district proposes to conduct. The school district will obtain informed consent from the parent of a student to determine whether the student is a student with a disability or is gifted before the evaluation is conducted.

Parental consent for evaluation is not construed as consent for initial provision of specially designed instruction and related services.

- b) The school district is not required to obtain informed consent from the parent for an initial evaluation if the child is a ward of the State and is not residing with the parent if:
- The school district cannot discover the whereabouts of the parent
 - The rights of the parent have been terminated
 - The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student

- c) If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
 - d) The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331.
4. Evaluation procedures
- a) In conducting an evaluation, the school district:
 - Uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parents that helps determine eligibility and assists in writing an individual educational plan (IEP), educational plan (EP), or individualized family support plan (IFSP). The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a prekindergarten child, to participate in appropriate activities), or identifies a gifted student's needs beyond the general curriculum
 - Does not use any single measure or assessment as the sole criteria for determining eligibility or educational programming
 - Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors
 - b) The school district ensures that assessments and other evaluation materials used to assess a student are:
 - Selected and administered so as not to discriminate on a racial or cultural basis
 - Provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
 - Used for purposes for which the measures are reliable and valid
 - Administered by trained and knowledgeable personnel in accordance with instructions provided by the producer of the assessments
 - c) Assessments are selected and administered to best ensure that if administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual, or speaking skills unless those are the factors being measured.
 - d) Assessments and other evaluation materials include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.
 - e) The student is assessed in all areas of the suspected exceptionality, including, if appropriate, health; vision; hearing; social/emotional status; general intelligence; academic performance; communicative status; and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's specially designed instruction and related service needs, whether or not commonly linked to the eligibility category for which the student is identified.
5. If the parent obtains an independent educational evaluation at his/her own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.

6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination of a student's eligibility for specially designed instruction.

Procedures for Reevaluation

1. Frequency of reevaluation

- a) The school district ensures that a reevaluation is conducted if the district determines that the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
- b) Reevaluation of the student may not occur more than once a year, unless the parent and the school district agree otherwise, and must occur at least once every three years, unless the parent and the school district agree that reevaluation is not needed.
- c) Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
- d) Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's twenty-second birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the child in meeting the child's postsecondary goals.

2. Review of information

- a) The IEP team conducts a review that includes the examination of existing data on the student, including evaluations and information provided by the parents of the student and the student, as appropriate, current classroom-based assessments and observations, and teacher and related services providers' observations.
- b) This review may be conducted without a meeting. If the review is conducted without a meeting, there will be documentation to verify this. If the review is conducted during a meeting, the parent will be invited.
- c) The team will identify what additional data, if any, is needed, and provide the parent with written notice of its proposal regarding reevaluation.
- d) The following rules require the administration of specific assessments as a part of a student's reevaluation:
 - Rule 6A-6.03013, F.A.C., Special Programs for Students Who Are Deaf or Hard-of Hearing
 - Rule 6A-6.03014, F.A.C., Special Programs for Students Who Are Visually Impaired
 - Rule 6A-6.03022, F.A.C., Special Programs for Students Who Are Dual-Sensory Impaired
 - Rule 6A-6.03020, F.A.C., Specially Designed Instruction for Students Who Are Homebound or Hospitalized

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

3. Parent consent

- a) The school district will provide notice to the parent that describes any reevaluation procedures the school district proposes to conduct.
- b) The school district will obtain informed consent from the parent of the student prior to administering a test or other instrument that is not administered to all students.

- c) Informed parental consent is not required for reevaluation if the parents fail to respond to reasonable attempts to obtain consent.
4. Determination of continued need for specially designed instruction and related services
- a) A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of specially designed instruction and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.
 - b) If the reevaluation indicates that the student is no longer a student with a disability or that specially designed instruction and related services are no longer needed, the applicable dismissal procedures are followed.
 - c) If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.
5. Reevaluation is not required for a student before termination of eligibility due to graduation with a regular diploma or exiting school upon reaching the student's twenty-second birthday. The school district will provide the student with a summary of the student's academic achievement and functional performance, which will include recommendations on how to assist the student in meeting the student's postsecondary goals.

Part II. Policies and Procedures for Students with Disabilities

Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.8
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rules 6A-6.03023 and 6A-6.0331, Florida Administrative Code (F.A.C.)

Definition

Autism spectrum disorder (ASD) is defined as a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services. ASD is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction and communication and the presence of restricted repetitive and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe. ASD may include autistic disorder, pervasive developmental disorder not otherwise specified, Asperger's disorder, or other related pervasive developmental disorders.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of all of the following criteria are met:

1. Uneven developmental profile as evidenced by inconsistencies across or within the domains of language, social interaction, adaptive behavior, and/or cognitive skills
2. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to people or the environment
3. Impairment in verbal and/or nonverbal language or social communication skills
4. Restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities
5. The student demonstrates a need for special education

Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the evaluation for determining eligibility shall include the following:
 - a) Documented and dated behavioral observations conducted by members of the evaluation team targeting social interaction, communication skills, and stereotyped patterns of behavior, interests, or activities, across settings. General education interventions and activities conducted prior to referral may be used to meet this criterion, if the activities address the elements identified in this section.
 - b) A comprehensive social/developmental history compiled with the parents(s) or guardian(s) that addresses the core features of autism spectrum disorder
 - c) A comprehensive psychological evaluation to identify present levels of performance and uneven patterns of development in language, social interaction, adaptive behavior, and cognitive skills
 - d) A comprehensive speech/language evaluation
 - e) The consideration of medical information provided

Unique Philosophical, Curricular, or Instructional Considerations

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.
2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that severely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring an educational program for the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Procedures for Students with Disabilities

Section B.2: Exceptional Student Education Eligibility for Students who Are Deaf or Hard-of-Hearing

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.8, 300.34, and 300.113
Sections 1003.01(3), 1003.55, and 1003.57, Florida Statutes (F.S.)
Rules 6A-6.03013 and 6A-2.0010, Florida Administrative Code (F.A.C.)

Definition

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. Medical: An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
 - a) 25 decibel (dB) \pm 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or
 - b) A high frequency hearing threshold level of 25 dB \pm 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
 - c) A unilateral hearing threshold level of 50 dB \pm 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
 - d) Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above, and
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

Student Reevaluation

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

Unique Philosophical, Curricular, or Instructional Considerations

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech/language pathologists, audiologists, teachers of the blind/visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a) Residual hearing
 - b) Speech reading
 - c) Manual communication systems
 - d) Speech
 - e) Appropriate amplification
3. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the individual educational plan (IEP) team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.
7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children with Developmental Delay

Statutory and Regulatory Citations:

Title 34 Code of Federal Regulations (CFR) §§ 300.8 and 303.16
Sections 1003.01, 1003.21, and 1003.57, Florida Statutes (F.S.)
Rules 6A-6.03027 and 6A-6.03031, Florida Administrative Code (F.A.C.)

Definition

1. For a child from birth through two years of age, developmental delay is defined as delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical motor development.
2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

Eligibility Criteria

1. For a child three through five years of age

A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:

- a) The child is three through five years of age
- b) There is documentation of one of the following:
 - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development; or
 - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development; or
 - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed.
- c) The eligibility staffing committee/multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.

2. For a child birth through two years of age (below 36 months)

A child is eligible for the special program for children who are developmentally delayed when the following criteria are met:

- a) The child is below the age of 36 months
- b) There is documentation of one of the following:
 - A score of 1.5 standard deviations below the mean in at least one area of development. For children below the age of 24 months, the delay shall be defined in accordance with the child's corrected age; or
 - A 25 percent delay on measures yielding scores in months in at least one area of development. For children below the age of 24 months, the delay shall be defined in accordance with the child's corrected age; or

- Based on informed clinical opinion and the observation of atypical functioning, the multidisciplinary team makes a recommendation that a developmental delay exists and exceptional student educational services are needed.
- c) The eligibility staffing committee/multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.

Child Evaluation

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

1. Procedures for evaluation for children three through five years:
 - a) Delay is documented by a multidisciplinary team using multiple measures of assessment, which include:
 - Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
 - Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
 - Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access
 - b) When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.
2. Procedures for evaluation for a child birth through two years of age (below 36 months):

Before eligibility determination, the following activities are completed:

 - a) A review of existing medical, psychological, and social information and other related data
 - b) A screening for vision and hearing
 - c) Documentation of a delay by a multidisciplinary team, using at least one measure of assessment, which includes: standardized instruments, judgement-based assessments, criterion-referenced instruments, functional skills assessments, or other procedures selected in consultation with the parent(s)
 - d) A parent report of the child's development and behavior to assist in determining the early intervention services needed
 - e) When determined necessary by the multidisciplinary evaluation team, and in consultation with the parent, procedures for evaluation may also include, but not be limited to, a speech and language evaluation, physical therapy evaluation, additional medical evaluations, psychological evaluation, audiological evaluation, social work evaluation, and/or occupational therapy evaluation; and
 - f) When a developmental delay cannot be verified by use of a standardized instrument, the delay(s) may be established through informed clinical opinion and the observation of atypical functioning in one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, and the basis for recommending eligibility.

Continued Eligibility for ESE Services

1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

Unique Philosophical, Curricular, or Instructional Considerations

1. For a child three through five years of age
 - a) As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
 - b) Because of the rapid development of young children, on-going observations and assessments shall be conducted as needed to plan for IFSP or IEP modifications.
2. For a child birth through two years of age (below 36 months)
 - a) The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.030326, 6A-6.03029, and 6A-6.0331, F.A.C.
 - b) Because of the rapid development of young children and the changing needs of families, ongoing observations and/or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Procedures for Students with Disabilities

Section B.4: Exceptional Student Education Eligibility for Students with Dual-Sensory Impairment

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.8, 300.34, 300.113, and 300.172
Sections 1003.55, 1003.57, and 1003.575, Florida Statutes (F.S.)
Rule 6A-6.03022, Florida Administrative Code (F.A.C.)

Definition

Dual-sensory impairment is defined as impairment affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or a degenerative condition which will lead to such an impairment.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:
 - a) A visual acuity of 20/70 or less in the better eye after best correction;
 - b) A peripheral field loss;
 - c) A progressive vision loss; or,
 - d) Other documented visual conditions, including, but not limited to, extreme light sensitivity or lack of contrast sensitivity; and,
2. One or more of the following hearing impairments:
 - a) Hearing impairment of 30 dB or greater unaided in the better ear;
 - b) Other documented auditory conditions including, but not limited to, monaural loss or an inability to screen out auditory background sounds; or,
 - c) A progressive hearing loss; and,
3. A combination of the visual and auditory impairments as specified above that adversely affects, or has the potential to adversely affect, the student's abilities to acquire information, communicate, or function within the environment, unless special instruction, materials, adaptations, or counseling are provided; or
4. A diagnosed degenerative condition or syndrome that will lead to dual-sensory impairment and is likely to adversely affect the areas listed above.

Student Evaluation

The minimum student evaluations include:

1. For students with a suspected degenerative condition or syndrome that will lead to dual-sensory impairment: a medical statement confirming the existence of such a condition or syndrome and its prognosis
2. For children who are under the age of three years:
 - a) A medical eye exam describing etiology, diagnosis, and prognosis
 - b) Documented observation of functional vision that includes possible impediments to visual use

- c) An audiological exam
 - d) Documented observation of auditory functioning
3. For students who are over the age of three years:
- a) A medical eye exam describing etiology, diagnosis, and prognosis
 - b) Documented observation of functional vision which includes possible impediments to visual use
 - c) An audiological exam
 - d) Documented observation of auditory functioning
 - e) An assessment of speech and language functioning which includes a differential diagnosis of the student's linguistic abilities and of modality strengths and preferences, and
 - f) An assessment of intellectual functioning, developmental level, or academic functioning

Student Reevaluation

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
 - a) A medical eye exam describing etiology, diagnosis, and prognosis
 - b) Documented observation of functional vision that includes possible impediments to visual use
 - c) An audiological exam
 - d) Documented observation of auditory functioning
 - e) Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.
2. The medical aspect of reevaluation for students with bilateral anophthalmia may be waived by a written recommendation of a physician.

Qualified Evaluators

The following are qualified evaluators for specialized evaluations:

1. Medical eye exam: optometrist or ophthalmologist
2. Functional vision assessment: teacher of the visually impaired, orientation and mobility specialist, or low vision specialist
3. Audiological evaluation: audiologist
4. Functional auditory observation: teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist

Unique Philosophical, Curricular, or Instructional Considerations

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's registry of students with dual-sensory impairments.
2. In accordance with 34 CFR § 300.324, students will be provided with instruction in braille unless otherwise determined by the individual educational plan (IEP) team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.

3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team, that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.
4. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR § 300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
 - a) Residual hearing
 - b) Speech reading
 - c) Manual communication systems
 - d) Speech
 - e) Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and special interpreting services for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairments.

The school district has provided additional information for this section in **Appendix B** of this document.

There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section B.5: Exceptional Student Education Eligibility for Students with Emotional/Behavioral Disabilities

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.8
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.03016, Florida Administrative Code (F.A.C.)

Definition

A student with an emotional/behavioral disability (E/BD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with emotional/behavioral disabilities if the following criteria are met:

1. A student with an emotional/behavioral disability must demonstrate an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and must demonstrate one or more of the following characteristics listed here:
 - a) Internal factors characterized by:
 - Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends and/or school work, or mood swings, or erratic behavior; or
 - The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or
 - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
 - b) External factors characterized by:
 - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
 - Behaviors that are chronic and disruptive such as noncompliance, verbal and/or physical aggression, and/or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1.a above.
2. The characteristics described above must be present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to and/or from school, or home/community settings. At least one setting must include school.
3. The student demonstrates a need for special education.
4. In extraordinary circumstances, the criteria for eligibility relating to duration and setting described in 2. above may be waived when immediate intervention is required to address an acute onset of an internal emotional/behavioral characteristic as listed in 1.a above.

5. The characteristics described below are not indicative of a student with an emotional/behavioral disability:
 - a) Normal, temporary (less than six months) reactions to life event(s) or crisis
 - b) Emotional/behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions
 - c) Social maladjustment unless also found to have an emotional/behavioral disability

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include **all** of the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior. A review and, if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social/developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical/health, and environmental factors impacting learning and behavior, and which identifies the relationship between social/developmental and socio-cultural factors, and the presence or nonpresence of emotional/behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional/behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional/behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional/behavioral responses may be precipitated by a physical problem.
7. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the implementation of a behavioral intervention plan described in 1. above may be waived when immediate intervention is required to address an acute onset of an internal emotional/behavioral characteristic listed above in 1.a of the Eligibility Criteria section.

Unique Philosophical, Curricular, or Instructional Considerations

1. When making a distinction between students with internalized or externalized characteristics, the individual educational plan (IEP) team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or

benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.

2. Services for students with E/BD provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support; consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective E/BD services is parent involvement and on-going communication about implementation and outcomes of interventions.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional/behavioral disabilities.

The school district has provided additional information for this section in **Appendix B** of this document.

There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities
Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.8
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.030151, Florida Administrative Code (F.A.C.)

Definition

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including, but not limited to, skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including, but not limited to, cerebral palsy or amputations).

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction
2. An educational evaluation that identifies educational and environmental needs

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.8
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.030152, Florida Administrative Code (F.A.C.)

Definition

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction
2. An educational evaluation that identifies educational and environmental needs

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.

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|-------------------------------------|---|
| <input type="checkbox"/> | The school district has provided additional information for this section in Appendix B of this document. |
| <input checked="" type="checkbox"/> | There is no additional information for this section. |

Part II. Policies and Procedures for Students with Disabilities

Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.8
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.030153, Florida Administrative Code (F.A.C.)

Definition

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

Student Evaluation

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
 - a) A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction
 - b) Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech
 - c) An educational evaluation that identifies educational and environmental needs
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.

- The school district has provided additional information for this section in **Appendix B** of this document.
- There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section B.13(a): Exceptional Student Education Eligibility for Students with Speech Impairments

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.8, 300.306, and 300.34
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.03012, Florida Administrative Code (F.A.C.)

Definitions

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.
 - a) Speech sound disorder. A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - Phonological disorder. A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
 - Articulation disorder. An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
 - b) Fluency disorder. A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
 - c) Voice disorder. A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in this rule and subsection 6A-6.0331(6), F.A.C.

1. Speech sound disorder:

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a) The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b) The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c) The speech sound disorder must have an adverse effect on the student's ability to perform and/or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education

- d) The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

2. Fluency disorder.

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a) The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b) The fluency disorder must have an adverse effect on the student's ability to perform and/or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c) The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

3. Voice disorder.

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a) The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b) The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform and/or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c) The voice disorder must have an adverse effect on the student's ability to perform and/or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d) The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Student Evaluation

The provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures must be implemented.

1. For a speech sound disorder, the evaluation must include all of the following:

- a) Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b) Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
- c) An examination of the oral mechanism structure and function.

- d) One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.
2. For a fluency disorder, the evaluation must include all of the following:
 - a) Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
 - b) A minimum of two (2) documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in "d)" below.
 - c) An examination of the oral mechanism structure and function.
 - d) An assessment of all of the following areas:
 - Motor aspects of the speech behaviors
 - Student's attitude regarding the speech behaviors
 - Social impact of the speech behaviors
 - Educational impact of the speech behaviors
 - e) A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.
 3. For a voice disorder, the evaluation must include all of the following:
 - a) Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires
 - b) Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion
 - c) An examination of the oral mechanism structure and function
 - d) A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Section 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

Unique Philosophical, Curricular, or Instructional Considerations

1. Speech services
 - a) A group of qualified professionals determining eligibility under requirements of this rule and subsection 6A-6.0331(6), F.A.C., must include a speech-language pathologist.
 - b) A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability.

- c) Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Section 468.1185, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.
2. Speech-language associate.
- a) Speech therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three (3) years as described in Section 1012.44, F.S., in districts that qualify for the scarcity supplement as described in Section 1011.62(7), F.S.
- b) The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan will include a description of:
- The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
 - The rationale for using this model
 - The manner in which the associate will be required to demonstrate competency
 - The process for monitoring the quality of services
 - The process for measuring student progress
 - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section B.13(b): Exceptional Student Education Eligibility for Students with Language Impairments

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.8, 300.306, and 300.34
Sections 1003.01 and 1003.57, Florida Statutes (F.S.)
Rule 6A-6.030121, Florida Administrative Code (F.A.C.)

Definitions

Language impairments are disorders of language that interfere with communication, adversely affect performance and/or functioning in the student's typical learning environment, and result in the need for exceptional student education. A language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

1. Phonology. Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning.
2. Morphology. Morphology is defined as the system that governs the internal structure of words and the construction of word forms.
3. Syntax. Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.
4. Semantics. Semantics is defined as the system that governs the meanings of words and sentences.
5. Pragmatics. Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Eligibility Criteria

1. For prekindergarten children

A prekindergarten child is eligible as a student with a language impairment in need of specially designed instruction and related services if all of the following criteria are met:

- a) There is evidence, based on evaluation results, of significant deficits in language. The impairment may manifest in significant difficulties affecting one or more of the following areas:
 - i. Listening comprehension
 - ii. Oral expression
 - iii. Social interaction
 - iv. Emergent literacy skills (e.g., vocabulary development, phonological awareness, narrative concepts)
- b) One or more documented and dated behavioral observation(s) reveals significant language deficits that interfere with performance and/or functioning in the typical learning environment.
- c) Results of standardized norm-referenced instrument(s) reveal a significant language deficit in one or more of the areas listed in 1–5 of "Definitions" above, as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in 1–5 of

"Definitions" above. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.

- d) Information gathered from the child's parent(s) or guardian(s), teacher(s), service providers, or caregivers must support the results of the standardized instruments and observations conducted.
- e) The language impairment must have an adverse effect on the child's ability to perform and/or function in the typical learning environment, thereby demonstrating the need for exceptional student education.
- f) The language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

2. For students in kindergarten through grade twelve

A student meets the eligibility criteria as a student with a language impairment in need of specially designed instruction and related services if all of the following criteria are met:

- a) Due to deficits in the student's language skills, the student does not perform and/or function adequately for the student's chronological age or to meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's chronological age or grade:
 - i. Oral expression
 - ii. Listening comprehension
 - iii. Social interaction
 - iv. Written expression
 - v. Phonological processing
 - vi. Reading comprehension
- b) Due to deficits in the student's language skills, the student does not make sufficient progress to meet chronological age or State-approved grade-level standards pursuant to Rule 6A-1.09401, F.A.C., in one or more of the areas identified in the previous paragraph when using a process based on the student's response to scientific, research-based intervention.
- c) Evidence of a language impairment is documented based on a comprehensive language evaluation, including all evaluation components as specified in 2 of the evaluation procedures for students in kindergarten through grade twelve, included under **Student Evaluation**. There must be documentation of all of the following:
 - i. Documented and dated observations show evidence of significant language deficits that interfere with the student's performance and/or functioning in the educational environment.
 - ii. Results of standardized norm-referenced instrument(s) indicate a significant language deficit in one or more of the areas listed in the defined language impairments, as evidenced by standard score(s) significantly below the mean. If the evaluator is unable to administer a norm-referenced instrument and an alternative scientific, research-based instrument is administered, the instrument must reveal a significant language deficit in one or more areas listed in the defined language impairments. Significance of the deficit(s) must be determined and based on specifications in the manual of the instrument(s) utilized for evaluation purposes.
 - iii. Information gathered from the student's parent(s) or guardian(s), teacher(s), and, when appropriate, the student, must support the results of the standardized instruments and observations conducted.
 - iv. At least one additional observation conducted by the speech-language pathologist when the language impairment is due to a deficit in pragmatic language and cannot be verified by the use of standardized instrument(s). The language impairment may be established through the results of the evaluation procedures as specified in 2.b)iii and iv of the evaluation procedures for students in kindergarten through grade twelve, included under **Student Evaluation**, and the additional observation(s) conducted subsequent to obtaining consent for evaluation as part of a comprehensive language evaluation. The evaluation report must document the evaluation procedures used, including the group's rationale for overriding results from standardized instruments, the results obtained, and the basis for recommendations. The information gathered from the student's parent(s) or guardian(s),

teacher(s), and, when appropriate, the student, must support the results of the observation(s) conducted.

- d) The group determines that its findings under section 2.a) above are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Documentation of Determination of Eligibility

For a student suspected of having a language impairment, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates all of the following information:

1. The basis for making the determination, including an assurance that the determination has been made in accordance with subsection 6A-6.0331(6), F.A.C.
2. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning.
3. The educationally relevant medical findings, if any.
4. Whether the student has a language impairment as evidenced by response to intervention data confirming the following:
 - a) Performance and/or functioning discrepancies. The student displays significant discrepancies, for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, including to the extent practicable the peer subgroup, classroom, school, district, and state level comparison groups.
 - b) Rate of progress. When provided with effective implementation of appropriate research-based instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the gap with typical peers or expectations for the chronological age or grade level in which the student is currently enrolled.
 - c) Educational need. The student continues to demonstrate the need for interventions that significantly differ in intensity and duration from what can be provided solely through educational resources and services currently in place, thereby demonstrating a need for exceptional student education due to the adverse effect of the language impairment on the student's ability to perform and/or function in the educational environment.
5. The determination of the student's parent(s) or guardian(s) and group of qualified professionals concerning the effects of chronological age, culture, gender, ethnicity, patterns of irregular attendance, or limited English proficiency on the student's performance and/or functioning.
6. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including:
 - a) Documentation of the specific instructional interventions used, the intervention support provided to the individuals implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
 - b) Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance and/or functioning data that would be collected and the educational resources and services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation.

Student Evaluation

1. Children in prekindergarten

In addition to the procedures identified in subsection 6A-6.0331(5), F.A.C., the minimum evaluation for a prekindergarten child shall include all of the following:

- a) Information gathered from the child's parent(s) or guardian(s) and others, as appropriate, such as teacher(s), service providers, and caregivers, regarding the concerns and description of language skills. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
- b) One or more documented and dated observation(s) of the child's language skills conducted by the speech-language pathologist in one or more setting(s), which must include the child's typical learning environment or an environment or situation appropriate for a child of that chronological age.
- c) One or more standardized norm-referenced instruments designed to measure language skills. The instrument must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.

2. Students in kindergarten through grade twelve

Prior to obtaining consent for initial evaluation, the requirements of subsection 6A-6.0331(1), F.A.C., related to general education procedures for kindergarten through grade twelve students must be met.

- a) The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs exceptional student education in the following circumstances:
 - i. Prior to obtaining consent for evaluation, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions.
 - ii. Prior to obtaining consent for evaluation, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of exceptional student education.
 - iii. Whenever a referral is made to conduct an evaluation to determine the student's need for exceptional student education and the existence of a disability.
- b) To ensure that the decreased performance and/or functioning of a student suspected of having a language impairment is not due to lack of appropriate instruction, the minimum evaluation procedures must include all of the following:
 - i. Review of data that demonstrate the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general or exceptional education settings.
 - ii. Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of performance and/or functioning at reasonable intervals, communicated in an understandable format, reflecting the student's response to intervention during instruction.
 - iii. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and a description of language skills. This may be completed through a variety of methods including interviews, checklists, or questionnaires.
 - iv. Documented and dated observation(s) of the student's language skills conducted by the speech-language pathologist in one or more setting(s).
 - v. One or more standardized norm-referenced instrument(s) designed to measure language skills. The instrument(s) must be administered and interpreted by a speech-language pathologist to determine the nature and severity of the language deficits. If the speech-language pathologist is unable to administer a norm-referenced instrument, a scientific, research-based alternative instrument may be used. The evaluation report must document the evaluation procedures used, including the rationale for use of an alternative instrument, the results obtained, and the basis for recommendations.
- c) With the exception of the observation required in 2.c)iv of the criteria for eligibility for students in kindergarten through grade twelve, included under Eligibility Criteria, general education

activities and interventions conducted prior to initial evaluation in accordance with subsection 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of section 2 above.

Unique Philosophical, Curricular, or Instructional Considerations

Language services

1. A group of qualified professionals determining eligibility under requirements of this rule and subsection 6A-6.0331(6), F.A.C., will include a speech-language pathologist.
2. A speech-language pathologist will be involved in the development of the individual educational plan for students eligible for language services, whether as special education or as a related service for an otherwise eligible student with a disability.
3. Language therapy services will be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Section 468.1185, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.
4. Speech-language associate
 - a) Language therapy services provided by a speech-language associate as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services under this subsection can be provided for a period of three (3) years as described in Section 1012.44, F.S., in districts that qualify for the scarcity supplement as described in Section 1011.62(7), F.S.
 - b) The district will submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan must include a description of:
 - The model, specifying the type and amount of direction including, but not limited to, direct observation, support, training, and instruction
 - The rationale for using this model
 - The manner in which the associate will be required to demonstrate competency
 - The process for monitoring the quality of services
 - The process for measuring student progress
 - The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech and language impairments.

<input type="checkbox"/>	The school district has provided additional information for this section in Appendix B of this document.
<input checked="" type="checkbox"/>	There is no additional information for this section.

Part II. Policies and Procedures for Students with Disabilities

Section D: Individual Educational Plan

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) §§ 300.320 and 300.328
Sections 1001.02, 1003.01, 1003.57, and 1008.22, Florida Statutes (F.S.)
Rules 6A-1.09961 and 6A-6.03028, Florida Administrative Code (F.A.C.)

Definition

An individual educational plan (IEP) is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. The procedures for the development of IEPs for students with disabilities are as follows:

Procedures

1. Role of parents

The role of the parents in developing IEPs includes, but is not limited to:

- a) Providing critical information regarding the strengths of their student
- b) Expressing their concerns for enhancing the education of their student so that their student can receive a free and appropriate public education (FAPE)
- c) Participating in discussions about the student's need for special education and related services
- d) Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments
- e) Participating in the determination of what services the district will provide to their student and in what setting
- f) Participating in the determination of whether the student is pursuing a course of study leading to a standard diploma or a special diploma

2. Parent participation in IEP team meetings

The district shall establish procedures that provide for parents, guardians, surrogate parents, or persons acting in loco parentis to participate in decisions concerning the individual educational plan. Parents of each student with a disability must be members of any group that makes decisions on the educational placement of their child.

- a) In order to ensure that parents are present at each meeting, or are afforded the opportunity to participate at each meeting:
 - Parents are notified of the meeting early enough to ensure that they have an opportunity to attend
 - The meeting is scheduled at a mutually agreed upon time and place
- b) A written notice to the parent indicates the purpose; time; location of the meeting; who, by title or position, will be in attendance; and includes a statement informing the parents that they have the right to invite individuals with special knowledge or expertise about their child.
 - Parents may also request that a Part C service coordinator or other representative of the Part C system be invited to attend the initial IEP team meeting for a child previously receiving early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA).

- Decisions as to which particular teacher(s) or special education provider(s) are members of the IEP team are made by the district, based on the needs of the student.
 - The written notice to the parent clearly indicates which persons invited to the IEP team meeting are required members of the team and, thus, would require excusal as described in "IEP team member excusal" below.
- c) No later than the first IEP to be in effect when the student turns 14 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be to identify transition services needs of the student and that the district will invite the student.
- d) Not later than the first IEP to be in effect when the student turns 16 (or younger, if determined appropriate by the IEP team), the notice must also indicate that a purpose of the meeting will be consideration of the postsecondary goals and transition services for the student, that the district will invite the student and will identify any other agency that will be invited to send a representative to the meeting.
- e) If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls or video conferencing.
- f) A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parent. In this case, the district maintains a record of its attempts to arrange a mutually agreed upon time and place. These records include such items as:
- Detailed records of telephone calls made or attempted, and the results of those calls
 - Copies of correspondence sent to the parents and any responses received
 - Detailed records of visits made to the parents' home or place of employment, and the results of those visits
- g) The district takes whatever action is necessary to ensure that the parents and the student, beginning at age 14, understand the proceedings at a meeting, including arranging for an interpreter for parents and students who are deaf or whose native language is other than English.
- h) A meeting does not include informal or unscheduled conversations involving school district personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school district personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
- i) The district provides the parent with a copy of the IEP at no cost to the parent.

3. IEP team participants

The IEP team, with a reasonable number of participants, shall include:

- a) The parents of the student
- b) At least one regular education teacher of the student, if the student is or may be participating in the regular education environment. The regular education teacher of a student with a disability participates, to the extent appropriate, in the development, review, and revision of the student's IEP, including assisting in the determination of:
- Appropriate positive behavioral interventions and supports and other strategies for the student
 - Supplementary aids and services, classroom accommodations, modifications, or supports for school personnel to be provided for the student
- c) At least one special education teacher of the student, or, where appropriate, one special education provider of the student
- d) A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of

resources of the district. At the discretion of the district, the student's special education teacher may be designated to also serve as the representative of the district if the teacher meets these requirements.

- e) An individual who can interpret the instructional implications of evaluation results. This role may be fulfilled by another member of the IEP team.
 - f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel. The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the IEP team meeting.
 - g) The student, if appropriate, and in all cases where a purpose of the meeting will be the identification of the student's transition services needs or consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting to identify transition services needs or consider postsecondary goals and transition services, the district takes other steps to ensure that the student's preferences and interests are considered.
 - h) Agency representatives. To the extent appropriate and with the consent of the parents or a student who has reached the age of majority, the school district will invite a representative of any participating agency that may be responsible for providing or paying for transition services. Parental consent or the consent of the student who has reached the age of majority must also be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
 - i) In the case of a student who was previously served and received early intervention services under Part C of the IDEA, the Part C service coordinator or other representatives of the Part C system must be invited to the initial IEP team meeting, at the request of the parent, to assist with the smooth transition of services;
 - j) The district will determine the specific personnel to fill the roles under b) through e) above.
4. IEP team member excusal
- a) A member of the IEP team is not required to attend an IEP team meeting, in whole or in part, if the parent of a student with a disability and the school district agree, in writing, that the attendance of the member is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
 - b) A member of the IEP team also may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent, in writing, and the school district consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.
 - c) The district has designated the following individual(s), by name or position, as having the authority to make the agreement with the parent, or provide consent on behalf of the district, to excuse an IEP team member from attending an IEP team meeting:

Director of Exceptional Student Education Assigned Designee-Program Specialist Principal
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5. Transition of children with disabilities from the infants and toddlers early intervention program
- a) An IEP or an IFSP must be developed and implemented by the third birthday of a child who has been participating in the early intervention program for infants and toddlers with disabilities.

- b) Each school district shall participate in transition planning conferences arranged by the state lead agency for the infants and toddlers with disabilities early intervention program.
- c) If the child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.

6. IEP timelines

Timelines for IEPs include the following:

- a) An IEP that has been reviewed, and, if appropriate, revised periodically, but not less than annually, must be in effect at the beginning of each school year for each eligible student with a disability within the district's jurisdiction.
- b) An IEP must be developed within 30 calendar days following the determination of a student's eligibility for special education and related services and be in effect prior to the provision of these services.
- c) A meeting shall be held at least annually to review, and revise, as appropriate, each IEP.

7. Considerations in IEP development, review, and revision

The IEP team considers the following factors in the development, review, and revision of the IEP:

- a) Strengths of the student and concerns of the parents for enhancing the education of their child
- b) Results of the initial or most recent evaluation or reevaluation
- c) As appropriate, results of the student's performance on state or districtwide assessments
- d) Academic, developmental, and functional needs of the student
- e) In the case of a student whose behavior impedes the student's learning or the learning of others, strategies, including the use of positive behavioral interventions, supports, and other strategies to address that behavior
- f) In the case of a student with limited English proficiency, the language needs of the student as related to the IEP
- g) In the case of a student who is blind or visually impaired, provision of instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, including future needs and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student
- h) The communication needs of the student
- i) In the case of a student who is deaf or hard-of-hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
- j) Whether the student requires assistive technology devices or services. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or other settings is required if the IEP team determines that the student needs access to those devices in order to receive FAPE.
- k) At least annually, whether extended school year (ESY) services are necessary for the provision of FAPE to the student if the IEP team determines, on an individual basis, that the services are necessary. School districts may not limit ESY to particular categories of a disability or unilaterally limit the type, amount, or duration of those services.
- l) If, after considering all the factors mentioned above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other modification, in order to receive FAPE, the IEP includes a statement to that effect.

8. Content of the IEP

Each IEP must include the following:

- a) A statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general curriculum, or for prekindergarten children, as appropriate, how the disability affects the student's participation in appropriate activities.
- b) A statement of measurable annual goals, including academic and functional goals designed to meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general curriculum or for preschool children, as appropriate, to participate in appropriate activities and meeting each of the student's other educational needs that result from the student's disability.
- c) A description of benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to alternate achievement standards, or any other student with a disability, at the discretion of the IEP team.
- d) A statement of the special education and related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.
- e) A statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; be involved and progress in the general curriculum; to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in the activities described in this section (A parent must provide signed consent for a student to receive instructional accommodations that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.)
- f) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or in the activities described above.
- g) A statement addressing any individual appropriate accommodations necessary to measure the academic achievement and functional performance of the student on the state or district assessments. Accommodations that negate the validity of a statewide assessment are not allowable in accordance with s. 1008.22, F.S. If the IEP team determines that the student will take an alternate assessment instead of the regular state or district assessment of student achievement, the IEP must include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student. If a student does not participate in the regular state assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.
- h) The projected date for the beginning of the special education, services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services.
- i) A statement of how the student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- j) During the student's eighth grade year or during the school year of the student's 14th birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma.
- k) Beginning no later than age 14, IEP teams shall begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to

be able to actively and effectively participate in IEP team meetings and self-advocate, so that needed postsecondary goals may be identified and in place by age sixteen (16).

- l) Beginning no later than the first IEP to be in effect when the student turns 16, or younger, if determined appropriate by the IEP team and updated annually:
 - A statement of appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.
 - If a participating agency responsible for transition services, other than the school district, fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP. However, this does not relieve any participating agency, including the Division of Vocational Rehabilitation Services (VR), of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.
- m) Beginning at least one year before the student's 18th birthday, a statement that the student has been informed of his or her rights that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age.

9. Least restrictive environment (LRE) and placement determinations:

- a) To the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled.
- b) Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- c) A continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions and a school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.
- d) In determining the educational placement of a student with a disability, including a preschool child with a disability, each school district must ensure that:
 - The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
 - The placement decision is made in accordance with the LRE provisions listed above.
 - The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
 - Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
 - In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
 - A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- e) In providing or arranging for the provision of nonacademic and extracurricular services and activities (including meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district,

referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available), each school district must ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. The school district must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

10. Review and revision of the IEP

The district ensures that the IEP team:

- a) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved
- b) Revises the IEP as appropriate to address:
 - Any lack of expected progress toward the annual goals and in the general curriculum, if appropriate
 - Results of any reevaluation conducted
 - Information about the student provided to, or by, the parents
 - The student's anticipated needs or other matters
 - Consideration of the factors described earlier in number 7(a-l)
- c) Responds to a parent's right to ask for revision of the student's IEP
- d) Encourages the consolidation of reevaluation meetings for the student and other IEP team meetings for the student, to the extent possible

11. Changes to the IEP

Generally, changes to the IEP must be made by the entire IEP team at an IEP team meeting and may be made by amending the IEP rather than by redrafting the entire IEP. However, in making changes to the IEP after the annual IEP team meeting for a school year, the parent and school district may agree not to convene an IEP team meeting for purposes of making those changes, and instead may develop a written document to amend or modify the student's current IEP. If changes are made to the student's IEP without a meeting, the district must ensure that the student's IEP team is informed of those changes. Upon request, a parent will be provided a revised copy of the IEP with the amendments incorporated.

12. Students with disabilities in adult prisons

The requirements relating to participation in general assessments do not apply to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons. In addition, the requirements relating to transition planning and services do not apply with respect to those students whose eligibility for services under Part B of IDEA will end because of their age before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release. The IEP team may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. The requirements relating to the IEP content and LRE do not apply with respect to such modifications made.

13. IEP implementation and accountability

The school district is responsible for providing special education to students with disabilities in accordance with the students' IEPs. However, it is not required that the school district, teacher, or other person be held accountable if a student does not achieve the growth projected in the annual goals and benchmarks or objectives. An IEP must be in effect before special education and related services are provided to an eligible student and will be implemented as soon as possible following the IEP team meeting. In addition, the IEP will be accessible to each regular education teacher, special

education teacher, related service provider, and other service provider who is responsible for its implementation. All teachers and providers will be informed of their specific responsibilities related to the implementation of the IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The district must make a good faith effort to assist the student in achieving the goals and objectives or benchmarks listed on the IEP.

14. IEPs and meetings for students with disabilities placed in private schools or community facilities by the school district

If a student with a disability is placed in a private school by the school district, in consultation with the student's parents, the school district will ensure that the student has the same rights as a student with a disability served by the school district. Before placing the student, the school district initiates and conducts a meeting to develop an IEP or IFSP for the student. The district will ensure the attendance of a representative of the private school at the meeting. If the representative cannot attend, the district will use other methods to ensure participation by the private school, including individual or conference telephone calls. After a student with a disability enters a private school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the school district. However, the school district must ensure that the parents and a school district representative are involved in decisions about the IEP and agree to proposed changes in the IEP before those changes are implemented by the private school. Even if a private school or facility implements a student's IEP, responsibility for compliance with State Board Rules remains with the school district. These requirements apply only to students who are or have been placed in or referred to a private school or facility by a school district as a means of providing FAPE. If placement in a public or private residential program is necessary to provide special education to a student with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the student.

15. Access to instructional materials

The school district will take all reasonable steps to provide instructional materials in accessible formats to students with disabilities who need those instructional materials at the same time as other students receive instructional materials.

16. Physical education

Physical education services, specially designed if necessary, must be made available to every student with a disability receiving FAPE, unless the school district does not provide physical education to students without disabilities in the same grades. Each student with a disability will be afforded the opportunity to participate in the regular physical education program available to nondisabled students unless the student is enrolled full-time in a separate facility or the student needs specially designed physical education, as prescribed in the student's IEP. If specially designed physical education is prescribed in a student's IEP, the school district will provide the services directly or make arrangements for those services to be provided through other public or private programs. The school district responsible for the education of a student with a disability who is enrolled in a separate facility must ensure that the student receive appropriate physical education services in compliance with the section.

17. Treatment of charter school students

Students with disabilities who attend public charter schools and their parents retain all rights under Rules 6A-6.03011 through 6A-6.0361, F.A.C. The school district will serve students with disabilities attending those charter schools in the same manner as the district serves students with disabilities in its other schools. This includes the following:

- Providing supplementary and related services on site at the charter school to the same extent to which the school district has a policy or practice of providing such services on the site to its other public schools
- Providing funds under Part B of the IDEA to those charter schools on the same basis as the school district provides funds to the school district's other public schools:

- i. Including proportional distribution based on relative enrollment of students with disabilities
- ii. At the same time as the school distributes other federal funds to its other public schools

18. Program options

The school district must take steps to ensure that students with disabilities have available to them the variety of educational programs and services available to nondisabled students in the area served by the school district, including art, music, industrial arts, consumer and homemaking education, and vocational education.

The school district has the option to include additional information regarding the development and implementation of IEPs.

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | The school district has provided additional information for this section in Appendix B of this document. |
| <input checked="" type="checkbox"/> | There is no additional information for this section. |

Part II. Policies and Procedures for Students with Disabilities

Section F: Participation in State and District Assessments

Statutory and Regulatory Citations

Title 34 Code of Federal Regulations (CFR) § 300.320
Sections 1003.01, 1003.428, 1003.43, 1003.433, 1007.02, 1008.22, 1008.25, and 1011.62, Florida Statutes (F.S.)
Rules 6A-1.09401, 6A-1.0943, 6A-1.09430, 6A-6.03020, 6A-6.03028 and 6A-6.0331, Florida Administrative Code (F.A.C.)

Florida Comprehensive Assessment Test (FCAT)

1. Purpose

The primary purposes of the student assessment program are to provide information needed to improve the public schools by enhancing the learning gains of all students and to inform parents of the educational progress of their public school children.

2. Student participation

- a) Each student with a disability has the opportunity to participate in the Florida Comprehensive Assessment Test (FCAT) and any districtwide assessment of student achievement with allowable accommodations, if determined appropriate by the individual educational plan (IEP) team and recorded on the student's IEP.
- b) Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom.
- c) A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide assessments and acknowledge, in writing, the implications of such accommodations.
- d) Students who are identified solely as gifted are not eligible for state assessment accommodations.

3. Allowable accommodations

Allowable and appropriate accommodations for the FCAT are included in the test administration manual. Test administration manuals and additional FCAT information may be accessed by contacting the Florida Department of Education Bureau of Assessment and School Performance at <http://www.fldoe.org/asp/>.

Waiver of FCAT Graduation Requirement for Students with Disabilities

1. The FCAT graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on one or both sections of the FCAT.

2. District responsibilities

In order for the FCAT graduation requirement to be waived, the IEP team must meet to determine whether the FCAT can accurately measure the student's abilities, taking into consideration all allowable accommodations.

3. Eligibility criteria

- a) To be considered for a waiver from the FCAT graduation requirement, the student must:
 - Be identified as having a disability as defined in s. 1007.02(2), F.S.
 - Have an IEP

- Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (ss. 1003.428(8)(a), 1003.43(11)(a), and 1008.22(3)(c)8., F.S.
 - Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice, once in grade 10 and once in grade 11
 - Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma
- b) Under s. 1003.433(1), F.S., a student who transfers from another state must pass the Grade 10 FCAT or an alternate assessment that is concordant with the FCAT; earn a 2.0 GPA; and meet all requirements of the school, district, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

End of Course (EOC) Assessment Waiver for Students with Disabilities

Senate Bill 4 amended Section 1003.428(8)(b)2, F.S., and states the following:

"A student with a disability, as defined in s. 1007.02(2), F.S., for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4)(a)."

1. To be considered for an EOC assessment waiver, the student must meet all of the following criteria:
 - a) Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
 - b) Have an active IEP
 - c) Have taken the EOC assessment with appropriate allowable accommodations at least once
 - d) Have demonstrated, as determined by the IEP team, achievement of the course standards
2. District Responsibilities

The IEP team will convene to make a determination whether the EOC assessment accurately measures the student's abilities, taking into consideration all allowable accommodations. The IEP team is encouraged to maintain documentation regarding the team's analysis of the student's course performance data used to make the decision to grant or deny an EOC assessment waiver.

Florida Alternate Assessment (FAA) for Students with Significant Cognitive Disabilities

1. Students with significant cognitive disabilities, for whom the FCAT, even with allowable accommodations, is not appropriate, may be eligible to participate in the statewide assessment program through the FAA. Aligned to the state standards, the FAA measures student academic performance on the State Standards Access Points.

2. Eligibility requirements

Determination of eligibility to participate in the FAA is made by the IEP team of the student with a significant cognitive disability and recorded on the IEP based upon the following criteria:

- a) The student is unable to master the grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
- b) The student is participating in a curriculum based on the state standards access points for all academic areas.
- c) The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfere skills across settings.

3. District and IEP team requirements

If it is determined by the IEP team that the student will participate in the statewide assessment through the FAA, the IEP will contain a statement of why the FCAT is not appropriate and why the FAA is appropriate. It also will indicate that notification was made to the parent and that the implications of the student's nonparticipation in the general statewide assessment were provided.

4. Administration of the FAA

The assessment will be administered individually by the student's special education teacher. If this is not possible, the test administrator will be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.

Special Exemption

1. Upon approval of the Commissioner, a student with a disability is eligible for consideration of a special exemption from participation in statewide assessments, including the FAA, under extraordinary circumstances.
2. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating the mastery of skills that have been acquired and are measured by statewide assessments. A learning, emotional, behavioral, or significant cognitive disability or the receipt of services through the homebound or hospitalized program does not, in and of itself, constitute an extraordinary circumstance. Extraordinary circumstances are physical conditions that affect a student's ability to communicate in modes deemed acceptable for statewide assessments, creating a situation where the results of administration of a statewide assessment would reflect a student's impaired sensory, manual, or speaking skills rather than the student's achievement.
3. A request for consideration of this special exemption will be submitted to the Commissioner in writing from the district school superintendent no later than thirty (30) school days prior to the assessment administration window. Attached documentation will include:
 - a) Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual, or speaking skills and the extraordinary circumstances for the exemption request
 - b) Written documentation of the most recent evaluation data
 - c) Written description of the disability's effect on the student's achievement
 - d) Written evidence that the student has had the opportunity to learn the skills being tested, and written evidence that the manifestation of the student's disability prohibits the student from responding to the statewide assessment, even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual, or speaking skills rather than the student's achievement
4. The Commissioner shall determine whether the exemption will be granted based upon the documentation provided by the district school superintendent. A request for the determination of a special exemption must be submitted annually and approved by the Commissioner.

Additional Information Required:

An alternate assessment is required for any districtwide assessment of student achievement.

The district does not administer a districtwide assessment of student achievement.

The district administers the following districtwide assessment(s) of student achievement:

Districtwide Assessment

Corresponding Alternate Assessment

SAT(Stanford Achievement Test) 10

Brigance Comprehensive Inventory of Basic Skills
Revised (CIBS-R)

Appendix D

**District Policies Regarding the Use or Prohibition of
Manual Physical Restraint and/or Seclusion**

- The school district's policies regarding the use or prohibition of manual physical restraint of students with disabilities are included as an attachment.
- The school district's policies regarding the use or prohibition of seclusion of students with disabilities are included as an attachment.

Appendix E
Policies and Procedures Unique to
Developmental Research (Laboratory) Schools

Section 1002.32, Florida Statutes (F.S.), establishes the category of public schools known as developmental research (laboratory) schools (lab schools). In accordance with s. 1002.32(3), F.S., "The mission of a lab school shall be the provision of a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning." Each lab school shall emphasize mathematics, science, computer science, and foreign languages. The primary goal of a lab school is to enhance instruction and research in such specialized subjects by using the resources available on a state university campus, while also providing an education in nonspecialized subjects. The exceptional education programs offered shall be determined by the research and evaluation goals and the availability of students for efficiently sized programs (s. 1002.32(3)(e), F.S.).

In the space below, describe the exceptional education services available within the lab school:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEM: Gadsden District K-12 Comprehensive Reading Plan

DIVISION: K-12 Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2010-2011 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$279,358 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools and Level 1 students in the district.

FUND SOURCE: FEFP

AMOUNT: Undetermined –based upon enrollment

PREPARED BY: Sylvia R. Jackson, Ed.D. 

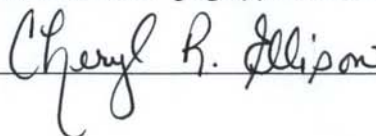
POSITION: K-12 Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY:  _____

2010-11 K-12 Comprehensive Research Based Reading Plans

District: Gadsden

Leadership: District Level

•District Name:	GADSDEN
•District Contact:	Dr. Sylvia R. Jackson
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•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-2760

- 1 What are your measurable district goals for student achievement in reading for the 2010-11 school year as described as a percentage increase from last year's scores?

Gadsden's district goals for student achievement in reading for the 2010-2011 school year are: (1) By the end of the 2010-2011 school term, there will be a five percent (5%) increase in the number of students demonstrating proficiency by reading at or above level 3 on the FCAT Reading Assessment. (2) By the end of the 2010-2011 school term, there will be at least a four percent (4%) increase in the percent of students making learning gains on the FCAT Reading Assessment. The first goal is to increase the number of students demonstrating proficiency in reading. The second goal is to increase the percent of students making learning gains on the FCAT Reading Assessment.

- 2 What is the total number of reading coaches (funded through any source) that served the district for the 2009-10 school year?

The total number of full-time reading coaches (funded through any source) that served the district during the 2009-2010 school year was three (3). The number of part-time reading coaches was nine (9). The district also had one full-time District-wide Reading Coach.

- 3 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2010-11 school year?

The total estimated number of reading coaches (funded through any source) that will serve the district for the 2010-2011 school year will be thirteen (13).

The same schools that received coaching services in the 2009-2010 school year will be receiving services in the 2010-2011 school year from a district or school-based coach.

The district will provide a full-time coach to East Gadsden High and West Gadsden High School as well as a full-time coach to be shared between George W. Munroe and Carter-Parramore Academy. The district-wide reading coach will work with all schools. The district-wide coach will spend sixty percent (60%) of the time with schools that have the greatest need and have not made AYP in six (6) years and forty percent (40%) of the time with the other schools based on their needs. The reading coaches will be reading teachers and part-time reading coaches at the school in which they serve. They will spend at least fifty-one percent (51%) of their time teaching intensive intervention strategies to struggling students and a maximum of up to forty-nine percent (49%) may be used to provide reading support and leadership. They will use their role as a reading teacher to model/demonstrate lessons and strategies for those teachers struggling to implement the reading program with fidelity. They will also provide training on how to interpret the data from reading assessments and provide professional development training as it relates to reading. Stipends will be provided as needed for any afterschool or Saturday inservice.

The district-wide reading coach will monitor/assist the reading teachers/coaches in all of the schools in Gadsden County. The district-wide reading coach will meet regularly with the reading coaches from the low-performing schools and the reading teacher/coach from all of the schools. The district-wide coach and the full-time coaches will provide on-going support for reading and take a leadership role in implementing the district-wide reading program and coordinating assessments regarding reading. They will be responsible for modeling and demonstrating lessons, best practices, and strategies to help improve student achievement in reading. These persons will be responsible for providing data-driven training and other reading professional development activities. The district-wide reading coach will also provide coaching services to schools that do not have a full-time site-based reading coach and will work directly with the reading teachers/coaches, to provide additional coaching services to teachers on the school site. The district-wide coach will help coordinate FAIR assessment trainings on school sites.

4 How will the district determine allocation of reading coaches based on the needs of schools?

Gadsden determines the allocation of coaches based on, but not limited to, the following school needs: the school's number of years not making AYP, the school's grade from the state of Florida, deficiencies in personnel, resources, funding, student enrollment, etc. All coaching assignments/transfers are pre-approved by the Superintendent and School Board of Gadsden County.

5 How will the district strongly encourage all principals and reading/literacy coaches to attend professional development opportunities including Just Read, Florida! summer professional development, if available?

The district strongly encourages all principals and reading/literacy coaches to attend the Just Read, Florida! Leadership Conference when held and other professional development opportunities by notifying all K-12 principals and reading coaches of the dates, location, and registration information for the Just Read, Florida! (JRF) Leadership Conference. The district then directs all K-12 principals and at least one site-assigned coach per school to attend the JRF Leadership Conference and monitors the attendance through tracking of district leave forms and registration fees. The District assists attendees by dedicating district and/or grant funds to absorb their registration fee and to supplement their travel and/or per diem.

6 How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?

(For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is not to serve as an administrator, test coordinator, or to conduct bus/lunch duty (beyond duty service that is required of classroom teachers). Coaches are not resource teachers and should only be working with small groups of students when they are modeling for teachers.)

The School Board of Gadsden County and the Superintendent provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches by directing school level administrators to ensure that the full-time reading coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes the coach away from being a full time professional development resource in reading. The principal and assistant principal become more knowledgeable of the specific job responsibilities of the reading coaches during the State and/or District's Leadership Team meetings. Documentation in the reading coaches' logs filed online in the PMRN also reflect appropriate areas of responsibilities to support the K-12 Comprehensive Research-Based Reading Plan. Because of budget constraints the part-time reading coach may also serve as a reading teacher providing intervention services for no more than fifty-one percent (51%) of the day. The classes will serve as model classrooms that other teachers may observe in. The previous number of schools receiving coaching services will continue to be served.

The principal and reading coach, in collaboration with the Director of Pre-K through 12, provide an in-service on Gadsden's K-12 Comprehensive Research-Based Reading Plan within the first three weeks of school. The presenters highlight the specifics of the plan to teachers. Additionally, they clarify the role of the reading coach and the responsibilities of the classroom teacher to support the reading initiative.

7 What portion of the coaches' time will be spent in each of these roles?

Whole Faculty PD	6
Small Group PD	10
Planning	8
Modeling Lessons	15
Coaching	20
Coach-Teacher Conferences	9
Student Assessment	5
Data Reporting	3
Data Analysis	7
Meetings	7
Knowledge Building	3

8 What are the requirements/qualifications to become a reading/literacy coach?

(Please note that Rule 6A-6.053, FAC requires the K-12 reading/literacy coach to be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.)

The qualifications for becoming a reading/literacy coach in Gadsden County are:

- (1) Bachelor's Degree from an accredited educational institution
- (2) K-12 Reading Certification and/or Reading Endorsement by the State of Florida, or certification in another area and earning Reading Endorsement or K-12 Reading Certification
- (3) Three (3) years successful experience in teaching reading or language arts at the elementary or secondary level

All present coaches are either reading certified, endorsed, or working towards certification/endorsement. This will apply to any new coach that is hired.

9 What is the district's plan to support or maintain a reading coach cadre?

In regards to maintaining a reading coach cadre, Gadsden currently has an elementary reading coach cadre and a secondary reading coach cadre that meets monthly within the district and/or may quarterly network with other district coaches. Every reasonable effort is made to ensure that Gadsden's schools that received coaching services in the past will continue to receive services.

10.1 How will the district ensure that all coaches, regardless of their funding source are using the online reading coach's log on the PMRN?

Gadsden ensures that all coaches, regardless of their funding source are using the online coach's log on the PMRN by directing all school level administrators to inform each site-based coach that all coaching hours and activities must be recorded in the reading coach's online log in accordance with the online DOE/JRF/ FCRR reporting schedule. The on-line log is reviewed and monitored by the building principal. The district reading contact or designee also reviews the logs on a bi-weekly basis and notifies schools whose data may not be current. Copies of all logs are submitted to the appropriate district-level personnel.

10.2 How will the district use the information obtained from this log to impact learning?

Gadsden uses the information obtained from the online coach's log to identify potential challenges and takes appropriate action to formulate and implement strategic steps targeted to positively impact student learning. Collaborative planning will include the various stakeholders at the school level and district level.

11 How will the district monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year to address areas of concern?

The district monitors the implementation and effectiveness of the coaching model and assures communication between the district, school administration, and the site-assigned reading coach continues throughout the year by conducting formal and informal observations, engaging in collaborative discussions, participating in meetings, and disseminating written communication. The district contact consults with the appropriate district level administrator and assists with securing the necessary resources to effectively implement the coaching model and the K-12 Comprehensive Reading Plan.

- 12 How will the district monitor the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level? **Please include an explanation of the data that will be collected, how it will be collected, and the frequency of review.**

Gadsden monitors the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level by conducting fidelity checks at the school sites. Instructional lesson plans are formally reviewed by the building administrators for specific intervention and enrichment strategies. They engage in daily classroom visitations to ensure teachers are effectively implementing and complying with the district's reading plan. The reading coach will also monitor implementation on their assigned site. The district reading contact and/or the education director also monitor compliance through scheduled and unscheduled site visits during the school term.

District staff members will review data from FAIR assessments three times a year, district Florida Continuous Improvement Model (FCIM) assessments and other district and school-level assessments monthly .

- 13 How will the district ensure fidelity of implementation of all reading programs and strategies used at the school level and determine appropriate instructional adjustments?

(According to s. 1011.67 (2), Florida Statute, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report shall include verification that training was provided and that the materials are being implemented as designed. Fidelity of implementation is of utmost importance when using research-based programs. The research evidence that most programs use to support the use of their program is based upon strict adherence to a particular model. Failure to utilize the programs under the same conditions as the original research will limit the success with the program.

When implementing both programmatic interventions and research-based strategies, it is extremely important to implement with fidelity. For programmatic interventions, this would include fidelity to both the time and class size recommendations that the publisher used in developing their evidence-base for the program. Given that there is no such thing as a "one size fits all" program, teacher judgment through analysis of formal and informal assessment should guide instructional adjustments to the program when it is determined that the desired effect may not be occurring for individual students.)

Gadsden ensures fidelity of implementation of all reading programs and strategies used at the school level, and assists with determining appropriate instructional adjustments by conducting fidelity checks at the school sites. Instructional lesson plans are formally reviewed by the building administrators for specific intervention and enrichment strategies, as well as class size and length of the instructional period. The building administrators and reading coach(es) engage in daily classroom visitations to ensure teachers are effectively implementing and complying with the district's reading plan.

The district reading contact and/or the education directors also monitor compliance through scheduled and unscheduled site visits to ensure effective programmatic interventions and to participate in data-driven decisions that guide instructional adjustments. The publisher provides targeted professional development support during the school year with highly-trained consultants.

- 14.1 If it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented with fidelity, how will concerns be communicated?

If it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented with fidelity, concerns are addressed in several ways. First, Gadsden's District Organizational Communication Reporting Chart provides a visual of the communication hierarchy. The district contact for Gadsden's K-12 CRP will communicate with the appropriate educational director. The educational director(s) will disseminate the information to the school-level administrators. The school-level administrators will share the information with the reading coach at their assigned sites. The site-assigned coaches will communicate with peer teachers and school-level administrators.

Secondly, a district resource person is assigned by the Assistant Superintendent to each school in need of improvement, focusing first on those schools with the greatest need(s). Specific technical assistance includes, but is not limited to, consulting with school administration to outline actions having the greatest likelihood of improving student achievement and recommending additional resources and/or professional development to address instructional challenges.

The district reading contact, building administrators, site-assigned reading coach and/or school level leadership teams form ad hoc committees to disaggregate and analyze the data and develop an action plan to address the identified needs. Copies of the plan are submitted to the education director(s). The education director(s) consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with Board approval to achieve improvement or to remove the school from the "school improvement status."

- 14.2 District Organizational Communication Reporting Chart

[Reporting Chart](#)

(This will open in a new browser)

- 15.1 How will the district ensure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction and additional time for immediate intensive intervention (iii)?

The district ensures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring that all elementary schools, including the participating charter school, use a minimum ninety-minute (90 minute) uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules reflect classroom instruction in reading as a protected, uninterrupted 90 minute block of time. The District Reading Contact and the District MIS Director will work together to ensure students receiving core reading and intervention are coded properly in the District's MIS system. All reading instruction includes specific differentiated instructional strategies to address any identified deficiencies in the six reading components: phonemic awareness, phonics, fluency, vocabulary, oral reading and/or comprehension to ensure student success in reading.

In order to meet the reading needs of all at-risk student subgroups identified under No Child Left Behind using the Tier 1, 2, and 3 approach in statute, the district schools implement an instructional focus to address each of the performance Tiers and adhere to the Student Progression Plan criteria.

All elementary schools are required to implement a minimum of 90 minutes of uninterrupted protected reading instruction daily using the Imagine It! Program as the core reading program for proficient students, and Kaleidoscope for non-proficient students until they transition into the grade level core. In addition, the following strategies, as well as the progression plan requirements are implemented to meet student needs:

Interventions (i) Tier 1 (Below level, but never retained) may include CCRP Supplementary materials and the following strategies:

- _____ Reteaching/small group instruction within the protected reading block
- _____ Interactive learning activities with continuous monitoring and close proximity
- _____ Additional time on task outside the protected reading block
- _____ High expectations/encouragement for success
- _____ Third Grade Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

Intensive Interventions (ii) Tier 2(Below level, but retained once) may include CCRP Intervention, PALS, Great Leaps, Kaleidoscope or other district-approved researched-based SRP/ IRP and the following strategies:

- _____ Comprehensive Reteaching/small group instruction skill deficiency specific
- _____ Additional 30 minutes of reading daily outside of the 90 minute protected block
- _____ Student progress continuously monitored and documented weekly
- _____ High expectations/encouragement for success
- _____ Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

Immediate Intensive Interventions (iii) Tier 2/Tier 3 (Below level, retained once and is now retained to repeat same grade) may include CCRP Intervention materials, PALS, Great Leaps, Kaleidoscope, or another district-approved SRP/IRP, and the following strategies:

- _____ Comprehensive Reteaching; Direct differentiated instruction deficiency specific
- _____ Additional 20 minutes of reading three times per week outside of the 120 minutes

- _____ Student progress continuously monitored and documented bi-weekly
- _____ High expectations/encouragement for success
- _____ Student Progression Portfolio maintained
- _____ Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

15.2 How will the district ensure extended intervention time is provided for disfluent students at the middle and high school level?

The district ensures extended intervention time is provided for disfluent students at the middle and high school level in the following ways: Level 1 and 2 students are served in an intensive reading class which is coded accordingly on student schedules in the computer; Disfluent (Level 1 and 2) students are also served in the Supplementary Education Services program; Content area teachers provide intervention using appropriate subject area materials and/or co-teaching model; and Gadsden is working in partnership with PAEC Migrant Program to assist with providing intervention strategies that support language services as well as fluency intervention for ESOL students.

There is also extended time during the school day allocated for disfluent students to receive additional intervention at the school levels. This is reflected in student schedules and extended skill-building opportunities (i.e., reading clubs, literacy activities, peer tutoring, et al).

The principal and guidance counselor monitors the master schedule as well as individual student schedules in the computer to ensure students are enrolled in the appropriate classes. The principal does weekly classroom walkthroughs to assure students are receiving their intensive reading intervention. The District Reading Contact and the District MIS Director will work together to ensure students receiving intervention are coded properly in the District's MIS system.

16 How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by fidelity checks and student performance data?

The district facilitates improvements in schools that are not making academic improvements as determined by fidelity checks and student performance data. The education director(s) consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with School Board approval to achieve improvement or to remove the school from the "school improvement status."

17 How will the district train principals on Reading Walk Through strategies, including both reading intervention and content area as well as how to give feedback to teachers?

The Director of Professional Development has had workshops on using the resources of School Leaders.org and all principals have been registered in the program. Teachscape classroom walkthrough training is also provided by the district's Director of Professional Development. In addition, updates for walkthrough training will be offered on an annual basis.

A primary focus of the walkthrough training for participants will be on monitoring the implementation of reading programs to ensure that all reading instruction is explicit, systematic, and that the programs are being implemented with fidelity.

18 How will the district and schools recruit and retain highly qualified teachers?

The district and schools recruit and retain highly qualified reading teachers as indicated below:

Recruitment: The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process. Next, the district has joined state efforts to recruit out of state teachers and recent education graduates.

Retention: Gadsden County continues to be among the lowest paid counties for teacher salaries. This involves creating a staffing plan that reflects SACS accreditation requirements, class size reduction requirements, and takes into consideration student counts at each school. All new teachers are assigned mentors to assist with concerns and provide support.

19 How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The Education Director(s) will facilitate training the principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school on an annual basis.

Leadership: School Level

1 How will principals strongly encourage all reading coaches to attend professional development opportunities including Just Read, Florida! summer professional development, if available?

Principals inform the site-assigned reading coach that she must attend the Just Read, Florida! Leadership Conference and other professional development opportunities to comply with federal or state requirements. School level administrators also encourage attendance and professional development by offering site-based incentives.

All principals and assistant principals for curriculum attend district and state required "administrator" training(s) for the adopted reading programs. Participation and implementation of the trainings may be a portion of the administrator's individual professional development plan and/or annual performance appraisal.

Administrators solidify their ability to monitor and identify classroom teachers who are effectively implementing the reading program by applying assessment-driven knowledge and/or strategies as well as engaging in frequent walkthroughs.

2.1 The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team?

Gadsden principals serve as the catalyst for implementing a school-level process to form and maintain an effective Reading Leadership Team. They create site-based calendars reflecting meeting dates and disseminate the information upon completion. The goal of the leadership team is a priority throughout the year.

The school-level process that principals will use to form and continue Reading Leadership Teams include principals annually:

- * Identifying model and/or mentor reading teachers and discipline area teachers at their sites prior to the third week of the school term
- * Identifying grade level or discipline chairpersons at their sites prior to the third week of the school term
- * Encouraging identified personnel to include the media specialist and reading coach to serve on the Reading Leadership Team through a voluntary and/or electoral process
- * Submitting a roster of their Reading Leadership Team to the appropriate educational director and to the district reading contact
- * Creating site-based calendars that reflect frequency of meeting dates, agenda, and prioritized needs
- * Maintaining attendance rosters, minutes, and/or photos supporting the Reading Leadership Team meetings at their sites

2.2 What role will the principal and coach play on the Reading Leadership Team?

The principal and reading coach will play an integral role on the Reading Leadership Team. They will be the key leaders for assuring that the team meets regularly and the items that will be on the agenda. These two people will also be the ones that will monitor to assure that everything is done as required.

2.3 How will the principal promote the Reading Leadership Team as an integral part of the school literacy reform process to build a culture of reading throughout the school?

The principal will assure that monthly Reading Leadership Team meetings are held and minutes are recorded of each meeting. The principal, along with the Reading Leadership Team, will assure that every child takes the STAR test and sets reading goals each nine weeks. Nine-week incentives will be given to every child that meets their reading point goal. The Reading Leadership Team will also continuously motivate students to read through various means (i.e., morning announcements, posters, flyers, etc.). The principal will also monitor to assure that teachers are following through on requirements.

The principal, along with the Reading Leadership Team, will be responsible for facilitating a minimum of one book study per year. In addition, each school will plan activities to celebrate literacy week in conjunction with the state-wide literacy celebration. The Reading Leadership Team will also promote literacy by conducting various literacy activities throughout the year (i.e., reading carnival, Families Building Better Readers, etc.).

3 How will the principal ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource for teachers?

The principal ensures that the reading coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes the coach away from being a full time professional development resource in reading by becoming knowledgeable of the specific job responsibilities of the reading coaches during the state and/or District's Leadership Team meetings. Evidence of compliance is documented in the reading coaches' logs to reflect appropriate areas of responsibilities as defined in the district's reading coach job description.

4.1 How will the principal and reading coach collaborate to plan for professional development?

The principal and site-assigned reading coach will collaborate as follows to plan for professional development:

1. Collaborate monthly on classroom walkthroughs. Daily walkthroughs by the principal and weekly walkthroughs by the reading coach will indicate the need for additional CORE reading professional development as well as other types of reading training that is needed.
2. The principal and reading coach will analyze the Florida Assessment for Instruction in Reading (FAIR) and Progress Monitoring data to help determine needs.
3. Monthly FCAT mini-assessment results will be used to help determine some teacher needs.
4. The results of the needs assessment survey conducted during the first month of school will be used to help plan professional development for the year.
5. The principal and assistant principal will attend grade-level meetings to determine additional needs of teachers. Grade-level minutes will also reflect some needs of teachers.
6. Principals will encourage teachers to enroll in Reading Endorsement courses.
7. The Reading Leadership Team will meet at least monthly to analyze data and make recommendations for professional development.

4.2 How will the principal provide professional development materials to support the reading coach?

The principal provides professional development materials to support the reading coach by allocating resources to secure materials supporting instruction, and by collaborating with the Director of Human Resources and Professional Development to ensure professional development opportunities at the school site are continuously offered to meet school level needs.

5.1 How will the principal ensure that the reading coach uses the online coach's log on the PMRN?

The principal ensures that the reading coach uses the online coach's log on the PMRN by directing all school level reading and/or literacy coaches to comply. All coaching hours and activities are recorded in the reading coach's online log in accordance with the online DOE/JRF/ FCRR reporting schedule. The on-line log is reviewed and monitored by the building principal continuously. The district reading contact and/or designee also monitors the logs on a bi-weekly basis and notifies schools whose data is not current. Copies of all logs are submitted to the appropriate district-level personnel.

5.2 How will the principal use the information obtained from the PMRN online reading coach's log to impact student learning?

Principals in Gadsden use the information obtained from this log to identify potential challenges in classrooms and take appropriate action to formulate targeted interventions. After analyzing the data, strategic steps are implemented to positively impact student achievement.

6 How will the principal monitor teacher implementation of lesson plans?

The principal and assistant principal collect and monitor lesson plans from teachers on a weekly basis to ensure that plans address the time restraints, targeted reading components, differentiated instruction, appropriate interventions, enrichments, and that they are designed to directly increase the intensity as well as the effectiveness of classroom instruction. The lesson plans must directly align with the Sunshine State Standards by indicating which lesson is being taught with which standard.

If there is a need, school level administrators will conference with teachers to modify instructional plans. The principal develops a monthly classroom walkthrough schedule to include other administrators and the site-assigned reading coach to assure that each teacher is monitored on a monthly basis using a classroom walk-through form. The principal conducts either a formal or informal conference following the majority of the visits. The classroom walk-through forms are used by the principal to help determine inservice needs of teachers.

The principal and assistant principal receive training on how to do classroom walk-throughs on an annual basis. Currently, principals are using the Teachscape online classroom walkthrough forms.

7 How will the principal monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students?

The principal collects and monitors assessment data for the school continuously in an effort to determine additional intervention and support services needed to improve overall school performance. Assessment tools are administered at the school level and include FAIR, core curriculum assessments, district-adopted supplementary, intervention, and computer-assisted reading program assessments. The school's leadership team, reading coach, reading teacher and/or school level administrator strategically plan for reading instruction.

8.1 How will assessment data be communicated to and between teachers (Examples may include: data study teams, weekly grade level meetings, and vertical team meetings)?

Assessment data is communicated to and between teachers during data study teams, weekly grade level meetings, subject area meetings, and/or vertical team meetings. The principal disaggregates the data to target specific instructional areas of need for teachers and shares the results appropriately. Data collected from classroom observations and progress monitoring reports make it feasible to identify site-based reading teachers who are highly effective. Time is allotted for teachers to meet with the principal, assistant principal, reading coach, and/or the identified highly effective teacher(s) to develop instructional lesson plans/strategies, individual professional development plans, and/or participate in specific staff development activities that are aligned with the Sunshine State Standards and are data-driven.

Each school has an active assessment team to review, study, and utilize data to drive instruction. The site-assigned reading coach coordinates with district personnel to train new administrators and classroom teachers in the analysis of assessment results. Intervention and/or enrichment plans are designed to meet the instructional needs of students. School level administrators, reading coaches, and guidance counselors are continuously communicating assessment data and engaging in data analysis throughout the school.

8.2 How often will this occur?

Principals share the data at the school level with the appropriate faculty and/or staff members during leadership team meetings, grade-level meetings, department meetings, and other progress monitoring opportunities as deemed appropriate. Frequency of the data analysis sessions may vary from weekly to bi-weekly or according to school level needs.

9.1 How will the principal, in collaboration with the instructional employee, target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP)?

(Note that all instructional employees must have Individual Professional Development Plan (IPDP) goals that are a reflection of the goals in the School Improvement Plan (SIP) pursuant to s.1012.98, F.S. Since reading is a required SIP goal for Schools In Need of Improvement (SINI) and schools with a grade of F, all instructional employees in those schools are **strongly encouraged** to have a reading goal as one of the several goals in their IPDP.

Schools that are not SINI or did not earn a school grade of F develop their school's SIP goals through a needs assessment. Most schools have SIP goals related to reading and many districts require a reading goal in the SIP and in the IPDP even if the school has strong student performance in reading.

Though not mandated by the state, all instructional employees statewide are **strongly encouraged** to have a reading goal as one of the several goals in their IPDP.

Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT. For example, a science teacher may have a goal of improving science vocabulary (clearly a reading goal as well) that is documented by periodic classroom quizzes. Instructional employees must be provided with inservice to assist them in accomplishing their stated goals.)

The principal continues to analyze reading assessment data and provides assistance with intensifying interventions to appropriate teachers. The Individual Professional Development Plan (IPDP) of the teacher shall address school-wide achievement in reading and/or assigned students' achievement in reading. The IPDP also reflects specific strategies for successful implementation of the reading curriculum. Content area teachers who are not the teacher of record for reading are provided opportunities to document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT.

If and/or when an instructional need is identified, the principal, reading coach and/or reading teacher collaboratively develop an intervention plan of action to assist the teacher. If there is no evidence of improvement, the principal and/or Superintendent may recommend personnel changes after collaboratively focusing on the data. Although the IPDP is not a formal evaluation tool, outcomes may be reflected in the performance evaluations based upon final analysis of the data.

9.2 How will the principal differentiate and intensify professional development for teachers based on progress monitoring data?

The principal intensifies targeted professional development for teachers based on progress monitoring data by continuing to analyze reading assessment data and providing assistive resources to intensify interventions to appropriate teachers based on the model in the following chart. If instructional personnel demonstrate little or no evidence of improvement, the principal and/or Superintendent may recommend personnel changes after collaboratively focusing on the data.

Intensity Model for Targeted Professional Development/Instructional Intervention:

(Effective/Low Risk) 3

Schools implementing CIM and making adequate progress

- Submit weekly lesson plans
- Site-assigned coaches mentor quarterly
- Administrators observe on monthly basis
- If there is a concern, additional support services are provided and corrective measures implemented

Minimum coaching support and scheduled demonstrations, as needed

(Average/Moderate Risk) 2

Schools maintaining progress, but “NOT” experiencing growth

- Submit weekly lesson plans
- Administrators observe on weekly basis
- Coaches mentor on a bi-weekly basis
- To aid the teacher(s) targeted, coaches and/or reading teachers will provide specific staff development, use feedback form and data analysis

One-on-one coaching as needed

Scheduled demonstrations

Specific staff development

(Below Average/High Risk) 1

Schools NOT maintaining progress: Extra coaching support

- Submit weekly lesson plans
- Administrators observe daily
- Provide assistance/improvement plan revisions
- Coaches conduct bi-weekly fidelity checks, meet weekly with targeted teacher(s) and the improvement and/or leadership team to monitor, analyze, and develop data-driven instructional plans

One-on-one coaching as needed

Specific staff development

Personnel Changes approved by the School Board

10 How will the principal identify mentor teachers and establish model classrooms within the school?

(Mentor teachers, based on successful student data, should serve in the capacity of model classroom teachers. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. There could possibly be a different model classroom for different areas of reading instruction.)

The principal identifies model classrooms and appoints mentor/lead teachers within the school based on assessment data to reflect exemplary reading instruction in specific areas. Data collected from classroom observations makes it feasible to identify site-based reading teachers who are highly effective and can serve as mentors.

Mentor/Lead teachers are recognized as those instructors whose student assessment data in a specific area of reading is exemplary and supports their serving in the capacity as model classroom teachers because of their area(s) of strength. The mentor/lead teacher's model classroom is used for demonstration purposes in the identified area(s) of strength. Principals also collaborate with district level personnel and/or other school administrators in the district and/or outside the district to identify model classrooms for each of the six areas of reading, as well as the effective implementation of computer-assisted instructional programs.

- 11 How will the principal ensure that time is provided for teachers to meet **weekly** for professional development opportunities that may include, but are not limited to grade group meetings, additional training, visiting model classrooms and one on one coaching sessions?

Principals ensure opportunities are available for instructors to observe the mentor/lead teacher(s) and/or the computer assisted instructional programs to identify instructional strategies that impact student learning and performance.

The principal also ensures that time is provided for teachers and the administrative staff to meet weekly for professional development opportunities that may include, but are not limited to grade group meetings, subject area meetings, additional implementation training, and one-on-one coaching sessions by providing at least one or more common planning periods for grade level teachers or subject area teachers in the school's master schedule. The principal utilizes the services of support personnel, certified substitutes, or special area teachers to provide release time for targeted teachers to attend scheduled sessions.

- 12.1 What process will be used by the principal to monitor implementation of the reading plan?

(For example: weekly Reading Walk Throughs conducted by administrators, reading leadership team participation, collaboration with the reading coach, etc.)

The principal and assistant principal conduct weekly walk-through visits to monitor implementation and provide immediate feedback. The data collected is used to identify instructional challenges and appropriate staff development needs. The feedback form does not replace formal evaluations, but data collected may be considered for inclusion in performance evaluations.

- 12.2 How will follow up with feedback be provided **based on monitoring**?

Follow up with feedback is provided when teachers receive formal written feedback from the principal following the visits/observations. Informal written feedback is provided after each visitation from the assistant principal and/or reading coach along with suggestions, strategies, or staff development activities designed to strengthen instruction in reading and ensure program implementation with fidelity. The reading coach is not used as an administrator, instead the coach provides guidance, suggestions, and/or staff development to promote effective instruction.

- 13 How and when will the principal and reading/literacy coach (if applicable) provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The principal and/or reading coach will provide an in-service on Gadsden's K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school. The presenters clarify the specifics of the plan to teachers, emphasize the role of the site-assigned reading coach, and state the responsibilities of the classroom teacher. An agenda, minutes, and attendance sheet are maintained at each site.

14.1 How will the principal increase the amount of student reading inside and outside of school?

The principal increases the amount of student reading inside and outside of school by encouraging school-level personnel to use a variety of materials and strategies to build intrinsic motivation to promote reading. The extrinsically motivating materials are not to limit student access to text. Intrinsic motivation also evolves from topic interest since some learners are motivated by historical experiences or special interest topics. The principal also disseminates the Superintendent's "Catch the Reading Wave" challenge where the outcome requires students to read a targeted number of books during the summer. This will provide students an opportunity to attend the Accelerated Reader Kick-Off Celebration for the 2010-2011 school year. Overall, students are motivated differently based on their learning styles, instructional needs, and effective implementation of differentiated instructional strategies.

14.2 How will the principal increase media center circulation?

Principals have implemented an incentive program, Accelerated Reader by Renaissance Learning, to encourage independent reading as a means to increase Media Center circulation. Teachers are using other Renaissance Learning Products, STAR Early Literacy and STAR Reading programs to determine the students functional reading level or the zone of proximal development to determine book goals for each student. Students are given incentives every nine weeks upon reaching his/her goal. With Renaissance Enterprise in place at all school sites, the district's Instructional Media Specialist will be able to centralize all of the Renaissance software. This will give the schools the ability to bridge all of the student performance data across schools, classrooms, grade levels, and subjects at any time. That way, teachers, principals, and other administrators will have the vital student performance data they need to dramatically accelerate learning in the area of reading. With the amount of incentives built-in, the principals will have the tools necessary to increase Media Center circulation tremendously.

15 How will principals establish themselves as literacy leaders in their schools? One way to ensure this is to include a reading goal in your School Improvement Plan although it may not be required.

Administrators establish themselves as literacy leaders at their schools by encouraging site-assigned coaches and instructional personnel to become more knowledgeable of effective reading instruction and by attending specific trainings offered by the research-based reading program consultants.

All principals and assistant principals for curriculum are required to attend “administrator” training(s) for the adopted reading programs. School level administrators are also strongly encouraged to pursue reading endorsement by completing the reading competency courses. Participation and implementation of the trainings may be a portion of the administrator’s individual professional development plan and/or annual performance appraisal.

The application of assessment-driven knowledge and/or strategies by the administrators solidifies their ability to monitor and identify classroom teachers who are effectively implementing the reading program.

Performance evaluations (principal, coach, teacher) are tied to student achievement in reading, and impact how the IPDP and evaluations are developmentally aligned. As the instructional leader of the school, the principal’s performance evaluation is tied to student achievement in reading based upon receiving an “effective” or “higher” rating in the following, but not limited to, job content indicator:

* Promoting and ensuring that student growth/achievement is continuously high and appropriate school-wide as indicated through teacher made tests, criterion and norm-referenced tests, portfolio assessment, documented parent interaction, and/or other appropriate district and/or required adopted curriculum standards.

* All school improvement plans must include a reading goal that is aligned with the district’s goal for improving reading.

Professional Development

- 1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEPF reading allocation, for the 2010-2011 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. **ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

[Chart A](#)

(This will open in a new browser)

- 2 Does your district offer Content Area Reading Professional Development (CAR-PD) in at least one school?

Some secondary reading coaches in Gadsden County have received CAR-PD training. Coaches will work closely with content area teachers to implement applicable strategies within their content courses.

- 3 Does your district offer Reading Endorsement for ESOL (REESOL)?

The Gadsden School District does not offer Reading Endorsement for ESOL.

4 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

The Gadsden School District does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement.

5 Does your district provide a financial incentive for teachers who are working towards Reading Endorsement or completing it? If so, please explain.

The Gadsden School District does not provide a financial incentive for teachers who are working toward or completes reading endorsement.

6 Does your district offer a financial incentive for content area teachers who complete CAR-PD? If so, please explain.

The Gadsden School District does not offer a financial incentive for content area teachers who complete CAR-PD.

7 Please describe your district plan for providing professional development for the Florida Assessments for Instruction in Reading (FAIR). If your district is not using FAIR for the 2010-11 school year, please respond with NA.

The Gadsden School District will provide Florida Assessments for Instruction in Reading (FAIR) for a minimum of two master trainers per site. This training will be provided by the district's Advanced FAIR master trainers.

Additional teachers will be trained as master trainers during the Reading First Professional Development Training to occur during the summer of 2010.

All other teachers that will be administering the FAIR assessment will participate in training at their school site in August 2010 during pre-planning with the remaining training scheduled following the first assessment period. This training will be provided by an onsite certified master trainer.

Elementary Student Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 Each district will be given one school user log-in password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that school users enter this information for their school from February 1-March 5, 2010. Districts will be able to review and revise the school based information before submitting Chart C from March 8-March 31, 2010. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online.

[Chart C](#)

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2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional design

Comprehensive Core Reading Programs (CCRP): Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes

instructional content based on the six essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.

SRA Imagine It! Reading Program is the comprehensive core reading that is being implemented throughout the district at all elementary sites. This program correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plans include specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 60 minutes of intervention using the supplementary and/or comprehensive intervention program materials may be scheduled to support differentiated instruction for moderate to at-risk students.

- 2.2 **Supplemental Intervention Reading Programs (SIRP):** Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).

PALS is an intervention program used for students in grades K-2. Great Leaps! is used for students in grades K-3 and Elements of Reading Vocabulary is used for students in grades 2-5. Additionally, the intervention programs are used as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, oral language and comprehension).

The PALS program includes four of the six critical components of reading instruction. The Sounds and Words lessons are systematically designed and focus on phonemic awareness, phonics, and fluency. The Story Sharing aspect of PALS includes practice that increases fluency, such as repeated readings, and comprehension, as in Story Recall. It is believed that vocabulary may increase during pretend read due to the discussion of the story.

Great Leaps' primary emphasis is fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader. Phonics are practiced within a fluency context, but are not taught explicitly. Great Leaps stresses that increased fluency can produce broad benefits in reading ability, including improved grade-level reading scores and increased reading comprehension.

Elements of Reading Vocabulary is an oral vocabulary instruction program designed for kindergarten through fifth grade. The vocabulary is based on research by Drs. Isabel I. Beck and Margaret G. McKeown. The program is designed to be taught to the whole class by the regular classroom teacher; however, teachers may choose to adopt small portions of each lesson for small group instruction for approximately 20 minutes per day. The strengths of the program are: (1) High quality, realistic photo cards used for compare and contrast activities that promote the use of the vocabulary words; (2) Oral vocabulary instruction is systematic and explicit, and instruction is extended over several days to encourage deep processing; (3) The program design encourages repeated use of the vocabulary words; (4) The Writer's Log for grades 4-5 offers a wide variety of interesting and motivating writing activities to reinforce understanding; (5) The read aloud anthology offers prompts and suggestions to increase students' comprehension, such as building background knowledge before reading, and posing questions strategically during reading.

2.3 Comprehensive Intervention Reading Programs (CIRP): CIRPs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

The PALS program is used for students in grades K-2. It includes four of the six critical components of reading instruction. The Sounds and Words lessons are systematically designed and focus on phonemic awareness, phonics, and fluency. The Story Sharing aspect of PALS includes practice that increases fluency, such as repeated readings and comprehension, as in Story Recall. It is believed that vocabulary may increase during pretend read due to the discussion of the story.

SRA Kaleidoscope Comprehensive Intervention Reading Program is adopted by Gadsden and intended for use as the initial comprehensive intervention program for (grades 2-5) students functioning one or more grades below level. This program may be delivered during the 90-minute reading block and students are taught two Kaleidoscope lessons per day to transition them back into the grade level core text as soon as possible. There is an additional 30 minutes added to the 90-minute reading block for differentiated skill groups based upon needs that are identified during Kaleidoscope lessons and as a result of assessment data. This alternate core is to be used for a short term with the ultimate goal to place the struggling student back in the Comprehensive Core Reading Program with their peers as quickly as possible. The programmatic intervention materials that accompany the SRA Imagine It Reading Program are also used to provide interventions. Both are Gadsden's Comprehensive Intervention Reading Programs (CIRP) as identified in the Instructional Materials Chart and are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs is designed to accelerate growth in reading with the goal of returning students to grade level proficiency. Instruction for all students includes instructional content based on the six essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, oral reading and comprehension).

Close progress monitoring is done to assist students in moving back into the text using SuccessMaker computer monitoring, lesson and unit assessments from the program and other teacher developed assessments. Teachers are able to include specific examples of Teacher-led Activities and additional activities to provide more frequent assessments of student progress and monitor instructional pacing and/or group size for instructional effectiveness more frequently. The curriculum may be modified so students can receive extended reading instruction during the regular day to address their instructional needs.

- 2.4 **Educational technology:** Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, where applicable.

All Gadsden County elementary school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. Elementary schools within the district have the Pearson Educational Technologies' SuccessMaker and Waterford software programs loaded onto their servers for use by students. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for all students. Teachers will either accompany the students to the lab sessions and/or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the lab manager to assist teachers with ongoing data analysis and effective planning. Students are given opportunities during the school day and after school to practice deficient areas in reading using these programs.

All schools within the district have access to Renaissance Learning's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals each month. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

- 3 Schools must diagnose specific reading difficulties of students who do not meet specific levels of performance as determined by the district school board in reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.

**District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Either sample can be utilized based upon the assessments administered within your district. Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

[Chart D1 - Elementary Assessment Curriculum Decision Tree](#)
(This will open in a new browser)

- 4 Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.

**District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the Appendix. Either sample can be utilized based upon the assessments administered within your district. Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

[Chart D2 - Elementary Assessment Curriculum Decision Tree](#)
(This will open in a new browser)

- 5.1 How will all students receive high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

Students receive high-quality, explicit, and systematic instruction in the reading classroom from implementation of the core reading program, SRA Imagine It!. This program provides well organized and systematic explicit instruction in the critical areas of reading and provides opportunities for appropriate practice to ensure student success. The core program acts as an important scaffold and guides teacher behaviors so they will be consistent with the principles of effective instruction. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. All students, with the exception of those participating in the Flexibility Core Reading Option (FCRO) at Gadsden Elementary Magnet School will receive a protected 90-minute minimum reading block. The Gadsden Elementary Magnet School students should receive no less than a 45-minute protected reading block with instruction designed to reflect a high interest, interactive reading curriculum that is balanced and addresses student needs to solidify successful reading skills.

The instructional plans include specific examples of Teacher-led Activities and additional activities to support the six basic components of reading. An additional 30 to 60 minutes of intervention using the supplementary and/or intervention program materials may be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities.

During the ninety minutes of initial reading instruction, all of the grade level students are using the core reading program, SRA Imagine It. Schools have the option for students performing below level to initially be taught two lessons daily using Kaleidoscope, a researched-based CIRP for the 90-minute block, to accelerate their transition back to the grade level textbook or a daily period for the CIRP Kaleidoscope program after instruction in the core reading program. Students will be exposed to grade-level text through explicit read alouds. Instruction for all students is systematic and explicit using the six components of reading: phonemic awareness, phonics, fluency, vocabulary, oral language and comprehension. The instructional plans include specific examples of Teacher-led Activities and additional activities to support the six basic components of reading while teachers monitor group size for instructional effectiveness, as well as length of time for targeted instruction. The curriculum may be modified so students can receive extended reading instruction during the regular day.

Teachers organize the reading block by ensuring that students are academically engaged and that all instructional needs are addressed. Administrators, reading coaches, and coordinators ensure that teachers and students are accountable for the reading improvement via the teaching and learning process. Teachers provide instructional delivery models that are inclusive of whole group and allow opportunities for differentiated instructional activities to meet the needs of all students.

The following “Flexibility Core Reading Program Option” may be approved for implementation by the appropriate education director at the beginning of the school term: Gadsden schools earning a state grade of “A” or “B” and meeting the adequate yearly progress (AYP) proficiency targets in reading for all subgroups and having at least 90% of students meeting high standards may request to use the “Flexibility Core Reading Program Option” prior to the beginning of the new school term for fourth and fifth grade students scoring at Level 4 and 5 on the FCAT Reading Assessment.

“Flexibility Core Reading Program Option” Program Structure: School-level administrators

will ensure that fourth and fifth grade teachers and students are accountable for reading progress when implementing the “flexibility option.” Reading instruction is not required to occur within a protected 90-minute reading block, but the district-approved core reading program must be implemented with fidelity. The instructional time for reading must be a daily protected period of instruction and should not be less than a 45-minute class period. Schools participating in this option shall require teachers to organize the reading block so that Level 4 and 5 fourth and fifth grade students are academically and actively engaged in the learning process at all times and ensure that all instructional needs are addressed. During the forty-five minutes of initial reading instruction, eligible students may receive instruction using the next grade level core reading text, which is currently SRA Imagine It! or may opt to use a variety of reading materials that are rich in content. (i.e. newspaper, fiction, non-fiction authentic literature, genre, etc.) Instruction will be systematic and explicit reinforcing the six components of reading. In addition, teachers and administrators will monitor group size for instructional effectiveness, as well as length of time for targeted instruction to assure reading mastery. Teachers must also provide a variety of instructional delivery models that target students’ needs. Additionally, students demonstrating proficiency in reading must be provided opportunities to engage in enrichment, project-based learning activities that support the six components of reading and that reflect student mastery.

Results of on-site visits and the progress monitoring tools (i.e. Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments, alternative student assessments) will be used to evaluate the effectiveness of schools implementing the flexibility model with fourth and fifth grade students. Continuation for implementing the flexibility option is not automatic. Each eligible school administrator must submit a request to implement and/or to continue the “flexibility option” annually prior to the first week of school. Each school submitting a request must meet all of the “flexibility option” criteria in order to be eligible for approval by the education director. If a school fails to demonstrate growth and/or maintain proficiency during the school year, the education director may require the school principal to revert to the district-wide protected 90-minute reading block model as an intervention to ensure instructional effectiveness.

5.2 How will students targeted for immediate intensive intervention receive services?

(If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

Students targeted for immediate intensive intervention receive differentiated instruction in the regular classroom using strategies such as: small group instruction, reduced teacher-student ratios; more frequent progress monitoring, tutoring, mentoring; transitional classes (Bridge), extended school day or year, and/or extended reading instruction during the school day.

Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments) are used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools ensure the instructional services and support address the identified area(s) of reading deficiency of the student during the 90-minute reading block and a daily additional 30-minute intervention block.

5.3 How will reading instruction be designed to intrinsically motivate students to become

successful readers?

Reading instruction designed to intrinsically motivate students to become successful readers is a priority. School level personnel are encouraged to use a variety of materials and strategies to build intrinsic motivation to promote reading, but the extrinsically motivating materials shall not limit student access to text. Materials selected for intrinsic motivation may include, but not be limited to a variety of reading materials such as: genres, classroom libraries, authentic literature, prose, fiction, non-fiction, and informational text to aide with empowering students and showing them that they have control over their reading performance. Students may also be intrinsically motivated through site-based initiatives, such as increased opportunities for pleasure reading, literacy clubs, family reading nights, etc.

In essence, since students are motivated differently based on their learning styles and effective implementation of differentiated instructional strategies, intrinsic motivation shall evolve from topic interest because some learners are motivated by historical experiences in comparison to special interest topics. All efforts of intrinsic motivation are primarily influenced by students' personal expectations of success and the teacher's goal to empower each student to believe that becoming a successful reader is possible and also attainable by establishing an expectancy of success and establishing specific criteria based on student needs that will intrinsically challenge and/or motivate students.

- 6.1 How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a **meaningful** extension of **the** skills taught through the core reading program?

Gadsden's teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focusing on content area concepts implemented during the 90 minute reading block as an extension of skills taught through the core reading program by embedding authentic stories during the "workshop" component of the SRA Imagine It! curriculum. By using the Pre-Decodable and Decodable Books, teachers provide students with an opportunity to apply the skills through independent practice. As a result, students increase their opportunities to become fluent readers as they read the anthologies and/or leveled readers.

- 6.2 How will these classroom libraries be utilized?

The Reading Classroom Library and Bibliography trade books are used to provide leveled readers for students so they may continue to engage in reading practice.

Students will be provided opportunities to utilize classroom libraries before, during, and after school. Teachers will establish flexible time for students to use the classroom libraries to promote a love for reading. Classroom libraries will be made available for student use during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading.

- 6.3 How will books be leveled?

Reading books are leveled by the publishers to support the adopted core program and by the publisher of the Accelerated Reader Program.

Additionally, books are leveled in a collaborative process by members of the Reading Leadership Teams and teachers. The process involves team members analyzing the following when leveling non CCRP reading material: letter size, spacing, page format, language patterns and structure, predictability, genre, text content, vocabulary, and illustrations.

6.4 How will teachers match students with the appropriate level of text?

Teachers match students with appropriate material. As a result, each grade level utilizes trade books, also known as leveled readers, and teachers specifically select material to meet the different reading levels/needs of each student based on informal and formal assessments. Since the leveled readers are categorized as follows: Easy—trade books that may be at least one year below grade level, Average—trade books that are on grade level, and Advanced—trade books that are at least one grade level above, teachers administer CCRP and other district-approved assessments (i.e., STAR, FAIR) to consistently and continuously monitor student performance. Finally, principals ensure that classrooms are arranged to provide learning/ literacy centers that students can readily access independently or in small groups.

7 How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? (Include a description of the utilization of leveled classroom libraries and independent reading practice.)

All content area teachers incorporate reading and literacy instruction into subject areas by utilizing appropriate text to provide students opportunities to practice oral, silent, and sustained reading skills. Content area teachers integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. Teachers may also use leveled reading materials and classroom libraries to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom. To ensure the effectiveness of the strategies, the teacher and coach work collaboratively to determine students' instructional reading levels, and ensure that text assigned is appropriate for the student. If the material is appropriate, teachers may extend meaning by facilitating students' successful reading of new or unfamiliar text.

8 How will writing be incorporated into the 90 minute reading block as an aid to comprehension? (Instruction in the writing process should not **take place** during the 90 minute reading block.)

Each school incorporates writing across the curriculum as an aid to comprehension before, during, and after CCRP story selection in the following ways: Question/Concept Board activities before reading—with predictions. During reading, writing is incorporated via Writer's Notebook (i.e., recording vocabulary, responding to literature). After reading, teachers incorporate writing through chapter reflections, examinations, and/or extended responses. *Instruction in the writing process will not be during the 90-minute reading block.

9.1 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities?

(The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are due **Wednesday, March 31, 2010** for the Just Read, Florida! Office to review and provide feedback by **Monday, April 9, 2010**. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.)

The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year.

Gadsden continues to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students whose IEP indicates to attend. The Migrant Education Office provides summer school for our ESOL, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The instruction is focused on building FCAT preparation, reading, writing and language. One main focus during our summer programs is improving students' reading skills.

All students are encouraged to complete a summer reading assignment that includes a book report/review activity to submit during the first week of returning to school. Another strategy includes involving and/or training parents to assist their child with building and maintaining success as a proficient reader through models such as "Families Building Better Readers," the district's summer reading challenge, regular visits to the public library, and utilizing the Bookmobile.

9.2 How will before, after, and summer school activities be linked to the reading instruction taking place during the school day?

Before, after, and summer school activities are linked to the reading instruction occurring during the school day as evidenced by securing appropriate resources linked to supporting classroom reading instruction at the elementary sites. Principals ensure that classrooms are arranged to provide learning/literacy centers that students can readily access independently or in small groups during the school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target remediation per individual student in identified areas. Enrichment and intervention materials are shared among the school, home, and community to assist with providing focused instruction targeting student needs.

Teachers actively engage students in read alouds, before reading, during reading, and after reading literature activities when conducting before school, during school, and after school reading instruction. Additionally, published and unpublished author visits during school and after school are secured in order to make instruction more meaningful. The School-to-Home Connection is strengthened by the Book It! Program, Book Clubs, The Gadsden County Bookmobile, literature circles, thematic units and other additional strategies targeted at integrating authentic literature into the reading program beyond the school day, especially during the summer. Teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day.

9.3 How is student eligibility determined for these activities?

The students allowed to participate in the before and after school tutoring programs are prioritized based on FCAT results with students scoring Level 1 given first choice and the primary level students scoring in the bottom quartile on the District administered norm reference test (SAT 10) are allowed to enroll first from the primary grades. However, all third grade students scoring Level 1 are allowed to attend the Third Grade Summer Reading Camp during the summer. Exceptional Education students whose IEP reflect a need for services during the summer months are invited to attend the extended school program.

Teachers can utilize observations and administer assessments to make additional recommendations of students to participate in the before and after-school programs.

10.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

Non-English speaking ELL students are administered the Comprehensive English Language Learning Assessment to determine reading instructional needs and help measure reading growth.

10.2 Students with severe speech/auditory impairments?

Students with the severe speech/auditory impairments are administered the same assessments as "regular education students."

10.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with regular education students along with the assistance of ocular instruments.

Middle School Student Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that School users enter this information for their school from February 1-March 5, 2010. Districts will be able to review and revise the school based information before submitting Chart F from March 8-March 31, 2010. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

Chart F

(This will open in a new browser)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

Developmental Reading Programs: The goal of a developmental reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on and above grade level and enrolled in reading courses** which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

To ensure that all reading resources are fully dedicated to the achievement of reading mastery, a district wide reading program will comprise the most effective instructional resources that consist of a research-based core reading program, supplemental and intervention programs, as well as educational software. The Daybook of Critical Reading and Writing will be used as a core program in all district middle schools with the exception of the charter school. This program ensures that all students succeed. The comprehensive program offers high-quality literature selections supported by skills instruction and practices that address the Sunshine State Standards. All teachers of language arts and reading will be provided on-going training in the use of the core program and the integration of program based instruction, so that alignment achieves the desired outcomes.

2.2 **Comprehensive Intervention Reading Programs (CIRP):** A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

READ 180 and Hampton Brown Edge will be used with students identified as Level One and Level Two readers throughout the district's middle level of education. These programs will be instructed by Florida endorsed Reading Instructors or those who are working toward such certification. Skills and strategies taught will be aligned with Sunshine State Standards for reading at the appropriate grade level. Students will learn a variety of key concepts, skills and strategies to manage more complex literature.

2.3 Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**

Some supplemental research-based reading programs being used will include, but not be limited to, SRA Corrective Reading, Kaplan Reading and Word Skills. These programs are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, oral language and comprehension). Because the Comprehensive Intervention Reading Program does not provide enough instruction and practice in a given area for the majority of the students in the middle grade classroom, the supplemental intervention reading program will be used to provide targeted instruction and intensive interventions for smaller groups of struggling readers. These programs will be used to provide additional instruction, additional practice, or both.

2.4 Educational technology: Educational technology is intended for additional support in reading. Educational technology **without a teacher-led instructional component** should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.

All Gadsden County middle school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. Some middle schools within the district have the Pearson Educational Technologies' SuccessMaker and Achieve 3000 software programs loaded onto their servers for use by students. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for students. Teachers will either accompany the students to the lab sessions or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the lab manager to assist teachers with ongoing data analysis and effective planning. Students are given opportunities during the school day and after school to practice deficient areas in reading using these programs. All schools within the district have access to Renaissance Enterprise's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals every nine weeks. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

3 Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. This block of time must be taught by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the Reading Endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about

a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.

*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart G using the link found within this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

[Chart G - Middle School Assessment Curriculum Decision Tree](#)
(This will open in a new browser)

4 Describe in detail the reading classroom (include all levels of intervention). Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.

Students who score Level 3 and above on FCAT Reading will be scheduled into an Advanced Reading Class. This program provides instruction at or above grade level for students who are in need of enrichment. Students who score Level 1 or 2 on FCAT Reading AND are FLUENT according to Chart G will be scheduled into a Reading I course using Hampton Brown Edge as needed to meet their needs in the area(s) of Vocabulary and/or Comprehension. Students who score Level 1 or 2 on FCAT Reading AND are DISFLUENT according to Chart G will be scheduled into an Intensive Reading course using READ 180 as needed to meet their needs in the area(s) of Fluency, Vocabulary, and Comprehension. These programs provide a research based framework for whole group instruction and differentiated small group instruction that align with the Florida Sunshine State Standards.

5.1 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?

In classrooms where READ 180 is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180, teachers will work with the Reading Coach, Media Specialist, and Administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, classroom libraries of 20-25 fictional and non-fictional titles are being placed in all English, Reading and Social Studies classrooms. As funding permits, titles will be purchased and placed in science and math classrooms.

Also, the District is in the process of reinvigorating its Accelerated Reader program by upgrading to Renaissance Enterprise.

5.2 How will daily independent reading practice, **monitored by the teacher**, be incorporated into all reading classrooms?

Observational notes, conference notes, or student portfolios will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, with particular emphasis on integrating authentic literature into instruction, will help to effectively promote independent reading practice.

5.3 How will classroom libraries be utilized?

Classroom literacy centers will enhance and enrich reading instruction by providing students with a wide array of authentic literature. The literacy centers will offer students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The literacy centers will support students' opportunities for reading independently or participating in a guided reading group. The centers will also allow students, when appropriate, to benefit from audio-assisted text so that they may follow written text.

5.4 How will the books be leveled?

Lexile levels, Accelerated Reader levels, and other research-based readability practices will be used to determine the level texts being used. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for both small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading. Classroom teachers are also expected to effectively demonstrate incidental steps to becoming better readers through topic selection, use of words, and summarizing as a means of helping students incorporate such skills into their own independence.

5.5 How will teachers match students with the appropriate level of text?

The teacher will use progress monitoring data along with informal teacher observation data to monitor the appropriate level of text for individual students. Lexile levels will also be used to match students with texts in classrooms.

6 How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? (Include a description of the utilization of leveled classroom libraries and independent reading practice.)

Reading is an essential component that extends across the curriculum, all content area and elective teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. By using effective strategies from the Reading Coach, Reading and Language Arts teachers, we will strive to increase literacy across the curriculum for all students. Instructional Focus Calendars will also be used by content and elective teachers to align the instructional focus for reading and literacy.

All teachers are required to maintain a word wall. All vocabulary used on the word walls will mirror the instruction for that subject area.

In addition, the Accelerated Reader Program will also be implemented by every homeroom teacher to encourage students to participate in the program. Teachers will also have classroom libraries to encourage reading. The classroom libraries will serve as a mechanism that will encourage individual practice and autonomy. They can obtain AR points by reading the books from the classroom library.

All teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

7 How will writing be incorporated across the curriculum as an aid to comprehension?

Literacy emerges when reading and writing are fully integrated, and the knowledge of one process reinforces knowledge and practice of the other. Gadsden district secondary students need multiple opportunities to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both. Coaches will work closely with teachers to implement applicable writing strategies across the curriculum.

8.1 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities?

The district will utilize research-based programs to enhance reading skills for students participating in before school, after school, Saturday tutorials and summer reading programs. Some activities that will be utilized are: 1) Gadsden District School's Summer Reading Challenge - Grade level reading selections available at every school media center and the county's public library. This individual program allows students to read appropriate grade-level books. 2) Just Read, Families Building Better Readers presents Mysteries in the Middle Workshop - Grade level books to encourage students to continue to read. This program will be used to spark the interest of family and/or mentor reading. 3) For Teens, by Teens - Middle school students will be encouraged to participate in the program. This program will also allow students to share their recommendations of favorite book titles to read. It will be used for individual reading enhancement. 4) Accelerated Reader - This program will provide essential practice for the district's core reading program curriculum. It will give continuous feedback to personalize instruction for individual student success. 5) Classroom libraries - This is a wide variety of fiction and non-fiction varying grade-level classroom libraries that may be used individually or in group activities.

8.2 How will before school, after school, and summer school reading activities be linked to the reading instruction taking place during the school day?

Teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target remediation per individual student in identified areas.

8.3 How is student eligibility determined for these activities?

Eligibility will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments along with their observations may be used to recommend students for participation in before, after school and summer school reading activities.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following question: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

9.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

9.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

9.4 Students in grades 6 and above with no FCAT scores?

The teacher and/or Reading Coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on those scores. Teachers will use the program assessment test from the core reading program and Read 180.

High School Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

- 1 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that school users enter this information for their school from February 1-March 5, 2010. Districts will be able to review and revise the school based information before submitting Chart I from March 8-March 31. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

Chart I

(This will open in a new browser)

- 2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

Comprehensive Intervention Reading Programs (CIRP): A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught

should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). High school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students within grades 9-12, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

READ 180 and Hampton Brown Edge are intensive reading intervention programs that help teachers of less proficient students in grades 9-12 build reading skills for grade level proficiency, using technology, print, and professional development. These programs directly address the individual needs of students through adaptive and instructional software, high-interest, authentic literature, and direct instruction in reading, writing, and vocabulary skills.

Ten year study of Read 180 reveals the following strengths of this program: 1) research-based (best practices) comprehension instructional techniques are used, 2) repetitive and multiple exposures to vocabulary, 3) immediate corrective feedback for students, and 4) scaffolding and differentiated instruction is consistently provided throughout the program.

Hampton Brown Edge is a core intervention program designed for high school students who have not mastered essential reading, writing, and language skills and are typically reading two or more years below grade level. The program equips students with the skills they need to succeed in an academic environment through use of systematic teaching and active participation. The materials, which include high-interest, multicultural literature selections, both fiction and non-fiction, engage and motivate adolescent readers. The program prepares students for success on the FCAT and moves them to graduation and a promising future!

- 2.2 Supplemental Intervention Reading Programs(SIRP):** Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**

Language of Literature, Reader's Handbook, Six Minute Solutions and other supplemental materials will provide an instructional platform for students needing additional support to improve phonics, fluency, vocabulary, and comprehension. Scaffolding, guided reading, independent reading and writing, and whole and small group instruction will build students' proficiency in reading.

- 2.3 Educational technology:** Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.

All Gadsden County high school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides students free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. In addition, the district provides student access to the Achieve 3000 program. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for students. Teachers will either accompany the students to the lab sessions or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the lab manager to assist teachers with ongoing data analysis and effective planning. Students are given opportunities during the school day and after-school to practice deficient areas in reading using these programs. All schools within the district have access to Renaissance Enterprise's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals each month. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

- 3 Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement (1926 on FCAT or concordant score).

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time must be taught by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This reading intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

Complete an Assessment/Curriculum Decision Tree (Chart J) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.

*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart J using the link found in this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

Chart J - High School Assessment Curriculum Decision Tree

(This will open in a new browser)

- 4 Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Determinations for intensity of the intervention effort should be based on the most recent reliable and valid assessment data. **Please be sure to address the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores, keeping in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.**

Students who score Level 1 or 2 on FCAT Reading and are FLUENT according to Chart J will be scheduled into a Reading course using supplemental materials as needed to meet their needs in the area(s) of Vocabulary and/or Comprehension.

Students who score Level 1 or 2 on FCAT Reading AND are DISFLUENT according to Chart J will be scheduled into an Intensive Reading course using READ 180 and other supplemental materials to meet their needs in the area(s) of Fluency, Vocabulary, and/or Comprehension. These programs provide a research based framework for whole group instruction and differentiated small group instruction that align with the Florida Sunshine State Standards. 11th and 12th grade students who have not met the FCAT Reading graduation requirement will be placed into the Intensive Reading course described above. 11th and 12th grade students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores will be placed into the Intensive Reading course described above; OR may receive Reading instruction through a content area/elective course with a teacher who is Reading certified or who is working toward that certification.)

- 5.1 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?

In classrooms where READ 180 is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180, teachers will work with the Reading Coach, Media Specialist, and Administrator to establish classroom libraries.

Also, the District is in the process of reinvigorating its Accelerated Reader program by upgrading to Renaissance Enterprise.

- 5.2 How will daily independent reading practice, monitored by the teacher, be incorporated into all reading classrooms?

In classrooms where READ 180 is being utilized, daily independent reading is implemented as part of the daily program requirements. In classrooms that are not using READ 180, teachers will work with the Reading Coach and Media Specialist to identify appropriate reading materials for students to use during independent reading time, which will be part of their daily curriculum.

- 5.3 How will classroom libraries be utilized?

Teachers will be required to participate in professional development which addresses effective instructional practices that integrate the use of authentic literature; and how to arrange, utilize, and supply classroom libraries with appropriate literature based upon the instructional needs of each student. Specifically, Level 1 and Level 2 students will be provided frequent opportunities to experience authentic literature and to increase Comprehension and Fluency utilizing a wide variety of fiction and non-fiction texts.

5.4 How will the books be leveled?

Lexile levels, Accelerated Reader levels, and other research based readability practices will be used to determine the level texts being used.

5.5 How will teachers match students with the appropriate level of text?

Teachers will participate in professional development training that identifies instructional strategies and prescribes methods that are scientifically-based and proven effective for assisting teachers with matching students to the appropriate level of text. By using Informal Reading Inventories (IRIs), lexile levels, and diagnostic reading results, classroom teachers will be able to identify students' independent and instructional reading levels and to select appropriate levels of text.

6 How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include a description of the utilization of leveled classroom libraries and independent reading practice.

Reading Coaches will work closely with Content/Reading teachers to implement applicable strategies within their content courses. Content/Elective teachers will have monthly reading training sessions that will facilitate the need for implementing successful reading strategies in their selected area. Content/Elective teachers will work with the Reading Coach, Media Specialist, and Administrator to establish classroom libraries to be used in conjunction with their content curriculum. Sets of leveled novels will be disbursed to the Content/Elective teachers as part of their classroom library. Sustained reading time will be incorporated into the schedule to promote independent reading practice.

7 How will writing be incorporated across the curriculum as an aid to comprehension?

Literacy emerges when reading and writing are fully integrated, and the knowledge of one process reinforces knowledge and practice of the other. Gadsden district secondary students need multiple opportunities to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both. Coaches will work closely with teachers to implement applicable writing strategies across the curriculum.

8.1 What before, after, and summer school reading activities will be utilized (include mentoring and tutoring activities)?

Student planning agendas, instructional focus calendars, and daily Sunshine State Standards skills are tools that will be used to structure and coordinate reading enhancement and enrichment during before-school, after-school, and Saturday-school programs for struggling, non-struggling, and ESOL/LEP readers.

The district will utilize research-based programs to enhance reading skills for students participating in before school, after school, Saturday tutorials and summer reading programs. Some activities that will be utilized are: 1) Gadsden District School's Summer Reading Challenge - Grade level reading selections available at every school media center and the county's public library. This individual program allows students to read appropriate grade-level books. 2) Just Read, Families Building Better Readers presents High School Quiz Show Reading Workshop - Grade level books to encourage students to continue to read. This program will be used to spark the interest of family and/or mentor reading. 3) Accelerated Reader - This program will provide essential practice for the district's core reading program curriculum. It will give continuous feedback to personalize instruction for individual student success. 4) Classroom libraries - This is a wide variety of fiction and non-fiction varying grade-level classroom libraries that may be used individually or in group activities.

8.2 How will before school, after school, and summer school reading activities be linked to the reading instruction taking place during the school day?

The after-school programs (21st Century and the SES) will further all reading activities, and will use strategy-based instruction to assist student mastery of skills that are aligned with the data-driven school-wide focus. The regular reading teacher and after-school /before school teachers will collaborate on a regular basis to determine the additional reading instructional needs of students. The school's reading focus calendar will be developed based on an alignment of Reading SSS in regular reading instruction; as well as before/after school reading instruction. Students are encouraged to read books during the summer from a selected District book list and complete book reports.

8.3 How is student eligibility determined for these activities?

Eligibility will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Teacher administered assessments and observations may be used to recommend students for participation in before school, after school, and summer school reading activities.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

9.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

9.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

9.4 Students in grades 9 and above with no FCAT scores?

The teacher and/or Reading Coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on these scores. Teachers will use the program assessment test from Read 180 and progress monitor for fluent students.

Elementary School Charts

Chart C

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION
District Name: GADSDEN: 1011

School Name	CCRP	SIRP	CIRP	Educational Technology	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Per Week	Group Size Cap for Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	SRA Imagine It-4,5 Other:	Other: Treasures (4-5)	Kaleidoscope-4,5 Other:	FCAT Explorer (4-5) Achieve 3000 (4-5)		Screening NA	Screening Florida Assessments for Instruction in Reading			
					K : 0	Progress monitoring reported NA	Progress monitoring reported Florida Assessments for Instruction in Reading	K : 0	K : 0	K : 0
					1 : 0	Diagnostic NA	Diagnostic Florida Assessments for Instruction in Reading	1 : 0	1 : 0	1 : 0
					2 : 0			2 : 0	2 : 0	2 : 0
					3 : 0			3 : 0	3 : 0	3 : 0
					4 : 30	Outcome NA	Outcome Florida Assessments for Instruction in Reading	4 : 30	4 : 5	4 : 8
					5 : 30			5 : 30	5 : 5	5 : 8
				6 : 0	Other The school does not contain students in grades K-2.	Other Diagnostic: LAB Assessments and Teacher Made Assessments (4-5) Outcome Measures: FCAT SSS (4-5)	6 : 0	6 : 0	6 : 0	
CHATTAHOOCHEE 0151	SRA Imagine It-K,1,2,3,4,5 Other:	Elements of Reading Vocabulary-2,3,4,5 Other: Glencoe Literature Florida Treasures (6)	Kaleidoscope-3,4,5,6 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Pearson Digital: *SuccessMaker - K-6 *Waterford - PK-2 Accelerated Reader (K-6) FCAT Explorer (3-6)		Screening Florida Assessments for Instruction in Reading	Screening Florida Assessments for Instruction in Reading			
					K : 30	Progress monitoring reported Florida Assessments for Instruction in Reading	Progress monitoring reported Florida Assessments for Instruction in Reading	K : 30	K : 5	K : 8
					1 : 30	Diagnostic Florida Assessments for Instruction in Reading	Diagnostic Florida Assessments for Instruction in Reading	1 : 30	1 : 5	1 : 8
					2 : 30			2 : 30	2 : 5	2 : 8
					3 : 30			3 : 30	3 : 5	3 : 8
					4 : 30	Outcome Florida Assessments for Instruction in Reading	Outcome Florida Assessments for Instruction in Reading	4 : 30	4 : 5	4 : 8
					5 : 30			5 : 30	5 : 5	5 : 8
				6 : 30	Other Screening: FLKRS (Kdg), STAR Literacy (K-2) Progress Monitoring: SRA Imagine It! Assessments (K-2) Outcome Measure: SAT 10(K-2)	Other Progress Monitoring: SRA Imagine It! Assessments (3-5) CIM Assessments (3-6) Outcome Measure: FCAT SSS(3-6)	6 : 30	6 : 5	6 : 8	
CROSSROAD ACADEMY	SRA Imagine It-K,1,2,3,4,5,6 Other:	Other: Supplementary (Reteach, Challenge, ELL)K-6	Kaleidoscope-3,4,5 Other:	FCAT Explorer Florida Achieves		Screening Florida Assessments for Instruction in Reading	Screening Florida Assessments for Instruction in Reading			
					K : 30	Progress monitoring reported Florida Assessments for Instruction in Reading	Progress monitoring reported Florida Assessments for Instruction in Reading	K : 30	K : 5	K : 3
					1 : 30	Diagnostic Florida Assessments for Instruction in Reading	Diagnostic Florida Assessments for Instruction in Reading	1 : 30	1 : 5	1 : 3
				2 : 30			2 : 30	2 : 5	2 : 3	

3 : 90	Outcome	Outcome	3 : 30	3 : 5	3 : 3
4 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	4 : 30	4 : 5	4 : 3
5 : 90			5 : 30	5 : 5	5 : 3
6 : 55	Other	Other	6 : 0	6 : 0	6 : 0
	Progress Monitoring: Fluency Probes (K-2)	Progress Monitoring: Fluency Probes (3-5)			
	Outcome Measures: SAT 10 (K-2)	Outcome Measure: FCAT SSS (3-5)			

Other: N/A Other: N/A Other: N/A

Screening

N/A

Screening

N/A

Progress monitoring reported

N/A

Progress monitoring reported

N/A

K : 0	Diagnostic	Diagnostic	K : 0	K : 0	K : 0
1 : 0	N/A	N/A	1 : 0	1 : 0	1 : 0
2 : 0			2 : 0	2 : 0	2 : 0
3 : 0			3 : 0	3 : 0	3 : 0
4 : 0	Outcome	Outcome	4 : 0	4 : 0	4 : 0
5 : 0	N/A	N/A	5 : 0	5 : 0	5 : 0
6 : 0			6 : 0	6 : 0	6 : 0
	Other	Other			
	N/A	N/A			

GADSDEN CENTRAL ACADEMY 9106

SRA Imagine It- K,1,2,3,4,5
 Other: SRA Imagine It! Intervention Materials (K-5) PALS (K-2)
 Other: SRA Imagine It! Intervention Materials (K-5) PALS (K-2)
 SuccessMaker (K-6) FCAT Explorer (3-6) Accelerated Reader (K-6)

Screening

Florida Assessments for Instruction in Reading

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

K : 90	Diagnostic	Diagnostic	K : 30	K : 5	K : 5
1 : 90	N/A	N/A	1 : 30	1 : 5	1 : 5
2 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	2 : 30	2 : 5	2 : 5
3 : 90			3 : 30	3 : 5	3 : 5
4 : 90	Outcome	Outcome	4 : 30	4 : 5	4 : 5
5 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	5 : 30	5 : 5	5 : 5
6 : 90			6 : 30	6 : 5	6 : 5
	Other	Other			
	Screening; FLKRS (K) Progress Monitoring: SAT 10 Simulations (1-2) Diagnostic: FLKRS (K) Outcome Measures; SAT 10 (1-2)	Progress Monitoring: FCAT Simulations (3-6) Outcome Measures: FCAT SSS (3-6)			

GADSDEN MAGNET 0101

SRA Imagine It- K,1,2,3,4,5
 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)
 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)
 Kaleidoscope-FCAT Explorer (3-5) Florida Achieves (3-5) Success Maker (K-2) Accelerated Reader (K-5) Waterford (K-2)

Screening

Florida Assessments for Instruction in Reading

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

K : 90	Diagnostic	Diagnostic	K : 30	K : 5	K : 3
1 : 90	N/A	N/A	1 : 30	1 : 5	1 : 3
2 : 90			2 : 30	2 : 5	2 : 3

GEORGE W.

MUNROE
0041

3 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	3 : 30	3 : 5	3 : 4
4 : 90			4 : 30	4 : 5	4 : 5
5 : 90	Outcome	Outcome	5 : 30	5 : 5	5 : 5
6 : 0	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	6 : 0	6 : 0	6 : 0

Other

Screening: FLKRS (K)
Progress Monitoring: Fluency Probes (K-2) and CIM Assessments (K-2)
Outcome Measure: SAT 10 (1-2)

Other

Progress Monitoring: Fluency Probes (3-5) and CIM Assessments (3-5)
Outcome Measure: FCAT SSS (3-5)

Screening

Florida Assessments for Instruction in Reading

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

K : 90		Florida Assessments for Instruction in Reading	K : 30	K : 5	K : 6
1 : 90			1 : 30	1 : 5	1 : 6
2 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	2 : 30	2 : 5	2 : 6
3 : 90			3 : 30	3 : 5	3 : 6
4 : 90	Outcome	Outcome	4 : 30	4 : 5	4 : 6
5 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	5 : 30	5 : 5	5 : 6
6 : 0			6 : 0	6 : 0	6 : 0

Other

Screening: FLKRS (K) and SAT 10 (2)
Progress Monitoring: Fluency Probes (1-2) and CIM Assessments (1-2)

Other

Progress Monitoring: Fluency Probes (3-5)
Outcome Measure: FCAT SSS (3-5)

Screening

Florida Assessments for Instruction in Reading

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

K : 90		Florida Assessments for Instruction in Reading	K : 30	K : 5	K : 8
1 : 90			1 : 30	1 : 5	1 : 8
2 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	2 : 30	2 : 5	2 : 8
3 : 90			3 : 30	3 : 5	3 : 8
4 : 90	Outcome	Outcome	4 : 30	4 : 5	4 : 8
5 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	5 : 30	5 : 5	5 : 8
6 : 0			6 : 0	6 : 0	6 : 0

Other

Screening: FLKRS (K) and SAT 10 (2)
Progress Monitoring: Fluency Probes (1-2)
Outcome Measure: SAT 10 (1-2)

Other

Progress Monitoring: Fluency Probes (3-5)
Outcome Measure: FCAT SSS (3-5)

Screening

Florida Assessments for Instruction in Reading

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

K : 90		Florida Assessments for Instruction in Reading	K : 40	K : 5	K : 6
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SRA Imagine It- K,1,2,3,4,5
Other: Elements of Reading Vocabulary-1,2,3,4
Other: PALS (K-2)
SRA Imagine It! Intervention Materials (K-5)
Kaleidoscope-CCC 3,4,5
SuccessMaker K-5 FCAT Explorer (K-5)
Accelerated Reader (K-5)
Intervention Materials (K-5)

K : 90
1 : 90
2 : 90
3 : 90
4 : 90
5 : 90
6 : 0

GREENSBORO
0141

SRA Imagine It- K,1,2,3,4,5
Other: Elements of Reading Vocabulary-2,3,4,5
Other: PALS (K-2)
SRA Imagine It! Intervention Materials (K-5)
Kaleidoscope-Success Maker (K-5)
Accelerated Reader (K-5)
FCAT Explorer (3-5)
Intervention Materials (K-5)

K : 90
1 : 90
2 : 90
3 : 90
4 : 90
5 : 90
6 : 0

GRETNNA
0171

SRA Imagine It- K,1,2,3,4,5
Other: PALS (K-2)
SRA Imagine It Intervention Materials (K-5)
Kaleidoscope-NCS Learns 2,3,4,5
SuccessMaker Technology Program(K-5)
Accelerated Reader (K-5)
FCAT

K : 90

HAVANA
0091

Materials (K-5)	Explorer/Florida Achieves (K-5)	1 : 90
	Waterford (K-2)	2 : 90
		3 : 90
		4 : 90
		5 : 90
		6 : 0

Scott Foresman Reading Street-K, 1,2,3,4,5 Other: Glencoe: 6	Fast ForWord-3,4,5,6 Other: K-2: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A to Z 3-6: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	The core reading program provided via a propriety Learning Management System, offers synchronous and asynchronous learning opportunities with teachers using Elluminate, message boards, proprietary teachlets, I-Text Books, interactive curriculum tools, online partner resources (samples provided below), and webmail. "Educational Technology and Online Learning" is a required course for all students K-8, and "Keyboarding" is optional for students in grades 6-8. Finally, the supplemental and comprehensive intensive reading interventions are also "educational technology." K to the 8th Power, Brain	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90
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DISTRICT
VIRTUAL
INSTRUCTION
PROGRAM
7001

Diagnostic	Florida Assessments for Instruction in Reading
Outcome	Florida Assessments for Instruction in Reading
Other	Screening: FLKRS (K) Progress Monitoring: Core Reading Benchmark Assessments (K-2), Fluency Probes (K-2), CIM Focus Calendar Assessments,

Diagnostic	Florida Assessments for Instruction in Reading	1 : 40	1 : 5	1 : 6
		2 : 40	2 : 5	2 : 6
		3 : 40	3 : 5	3 : 6
		4 : 40	4 : 5	4 : 6
		5 : 40	5 : 5	5 : 6
		6 : 0	6 : 0	6 : 0
Outcome	Florida Assessments for Instruction in Reading			
Other	Progress Monitoring: Core Reading Benchmark Assessments (3-5), Fluency Probes (3-5), CIM Focus Calendar Assessments (3-5), Havana Writes Upon			

Screening	See "Other"
Progress monitoring reported	See "Other"
Diagnostic	See "Other"
Outcome	See "Other"
Other	Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.

Screening	See "Other"			
Progress monitoring reported	See "Other"	K : 150	K : 5	K : 20
Diagnostic	See "Other"	1 : 150	1 : 5	1 : 20
		2 : 150	2 : 5	2 : 20
		3 : 150	3 : 5	3 : 20
		4 : 150	4 : 5	4 : 20
		5 : 150	5 : 5	5 : 20
		6 : 150	6 : 5	6 : 20
Outcome	See "Other"			
Other	Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.			

POP, Discovery Learning, Grolier Online, EBSCO Reading Data Base for teachers and students

SRA Imagine It! K,1,2,3,4,5
 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)
 Kaleidoscope-3,4,5
 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)
 SuccessMaker Accelerated Reader FCAT Explorer

K : 90
 1 : 90
 2 : 90
 3 : 90
 4 : 90
 5 : 90
 6 : 0

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Diagnostic

Florida Assessments for Instruction in Reading

Outcome

Florida Assessments for Instruction in Reading

Other

Screening: FLKRS (Kdg), STAR Literacy (K-2)
 Progress Monitoring: SRA Imagine It! Assessments (K-2)
 Outcome Measure: SAT 10(K-2)

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Diagnostic

Florida Assessments for Instruction in Reading

Outcome

Florida Assessments for Instruction in Reading

Other

Screening: FLKRS(K)
 Progress Monitoring: Focus CIM Assessments (K-2)
 Core Reading Benchmark Assessments (1-2)

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Diagnostic

Florida Assessments for Instruction in Reading

Outcome

Florida Assessments for Instruction in Reading

Other

Progress Monitoring: SRA Imagine It! Assessments (3-5)
 CIM Assessments (3-6)
 Outcome Measure: FCAT SSS(3-6)

K : 30
 K : 5
 K : 8
 1 : 30
 1 : 5
 1 : 8
 2 : 30
 2 : 5
 2 : 8
 3 : 30
 3 : 5
 3 : 8
 4 : 30
 4 : 5
 4 : 8
 5 : 30
 5 : 5
 5 : 8
 6 : 0
 6 : 0
 6 : 0

SRA Imagine It! K,1,2,3,4,5
 Other: PALS (K-2) Great Leaps (K-3) Leap Frog (K-3) SRA Imagine It! Intervention Materials (K-5)
 Kaleidoscope-2,3,4,5
 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)
 CCC Success Maker (K-5) FCAT Explorer (3-5) Focus Series (3-5) Accelerated Reader (K-5) Imagine It! eSuite (K-5)

K : 120
 1 : 120
 2 : 120
 3 : 120
 4 : 90
 5 : 90
 6 : 0

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported

Florida Assessments for Instruction in Reading

Diagnostic

Florida Assessments for Instruction in Reading

Outcome

Florida Assessments for Instruction in Reading

Other

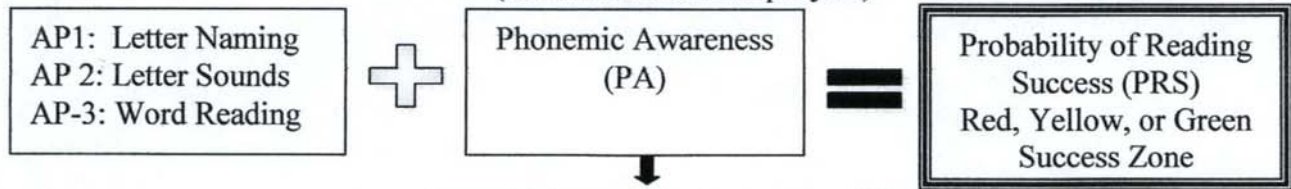
Progress Monitoring: Core Reading Benchmark Assessments (3-5) and Focus CIM Assessments (3-5)
 Outcome Measure: FCAT SSS (3-5)

K : 30
 K : 5
 K : 5
 1 : 30
 1 : 5
 1 : 5
 2 : 30
 2 : 5
 2 : 5
 3 : 30
 3 : 5
 3 : 5
 4 : 30
 4 : 5
 4 : 5
 5 : 30
 5 : 5
 5 : 5
 6 : 0
 6 : 0
 6 : 0

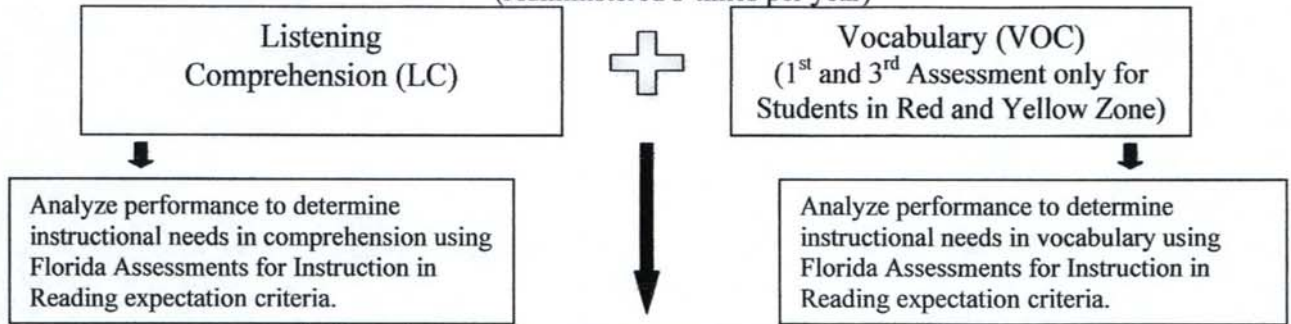
ST. JOHNS
 0191

STEWART STREET
 0201

Kindergarten Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)

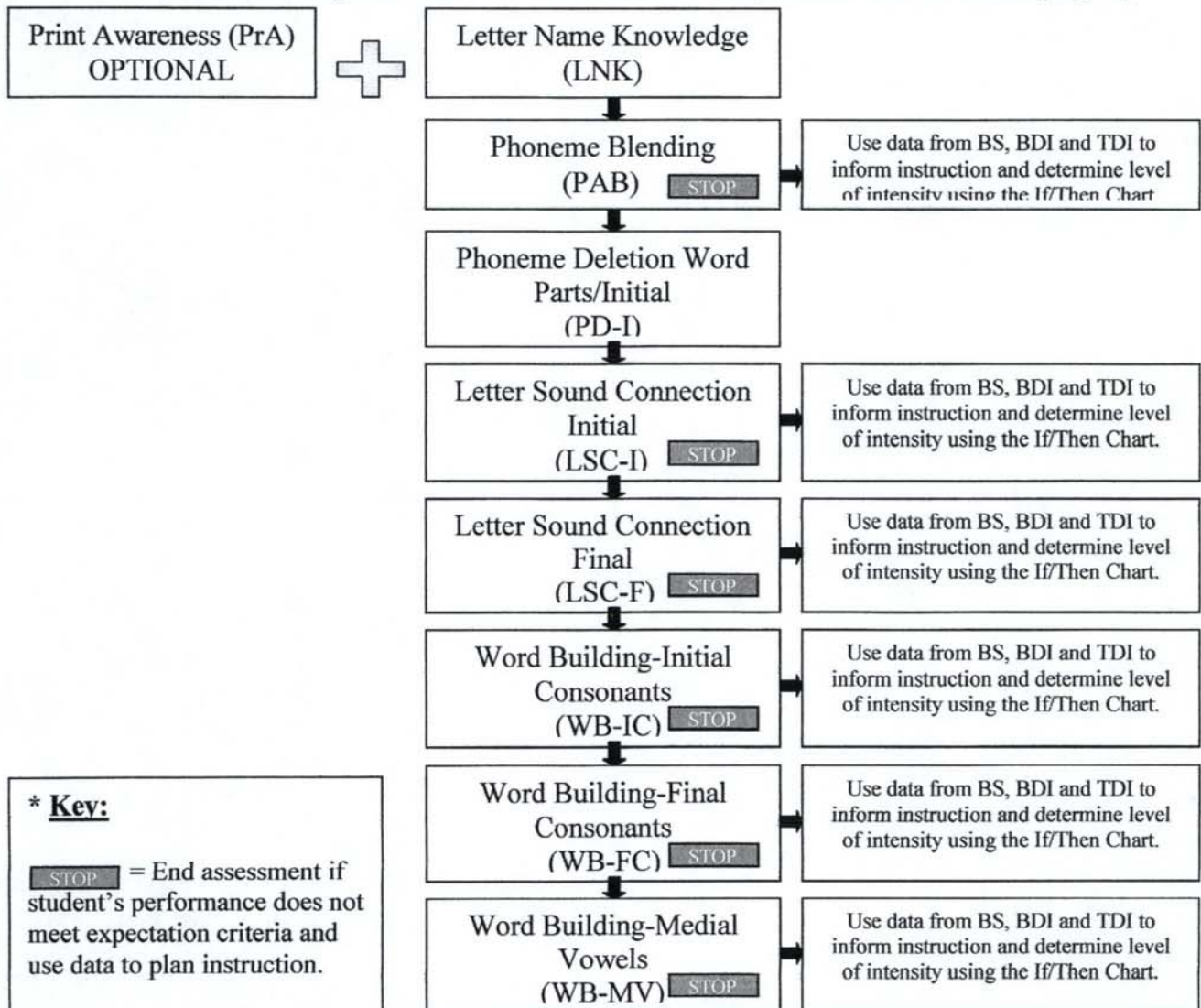


Broad Diagnostic Inventory (BDI)
 (Administered 3 times per year)



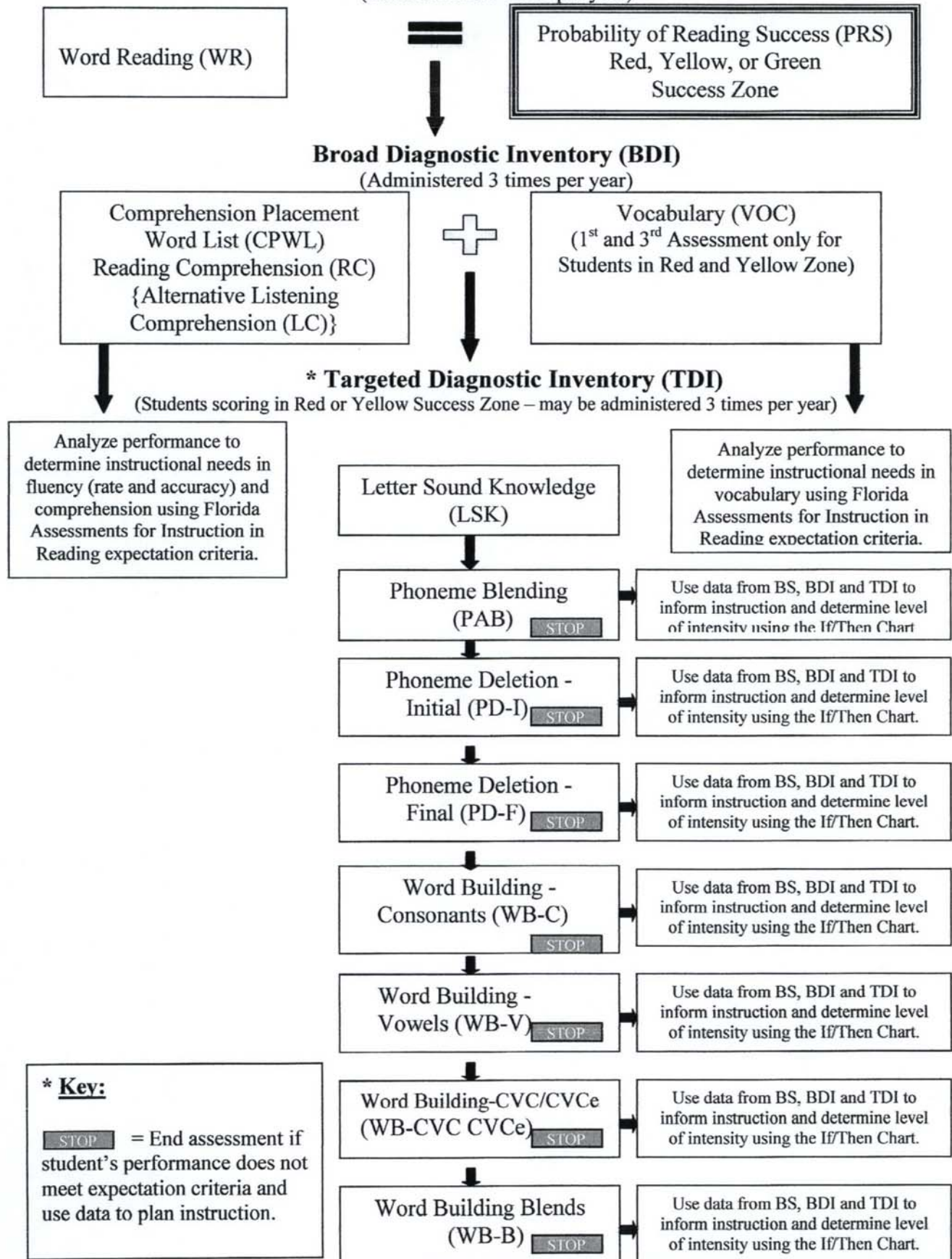
*** Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



*** Key:**
 [STOP] = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

1st Grade Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)



2nd Grade Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)

Word Reading (WR)

Probability of Reading Success (PRS)
 Red, Yellow, or Green
 Success Zone

Broad Diagnostic Inventory (BDI)
 (Administered 3 times per year)

Comprehension Placement
 Calculation Procedure
 Reading Comprehension
 (RC)

Spelling
 (Group Administered)

Vocabulary (VOC)
 (1st and 3rd Assessment only
 for Students in Red and
 Yellow Zone)

Analyze performance to
 determine instructional needs in
 fluency (rate and accuracy) and
 comprehension using Florida
 Assessments for Instruction in
 Reading expectation criteria.

Analyze performance to
 determine instructional needs in
 word analysis using Florida
 Assessments for Instruction in
 Reading expectation criteria.

Analyze performance to
 determine instructional needs in
 Vocabulary using Florida
 Assessments for Instruction in
 Reading expectation criteria.

*** Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)

Phoneme Deletion –Initial
 (PD-I)

Phoneme Deletion –Final
 (PD-F)

Word Building
 Consonants
 (WB-C) **STOP**

Use data from BS, BDI and TDI to
 inform instruction and determine level
 of intensity using the If/Then Chart

Word Building – CVC
 and CVCe
 (WB-CVC, CVCe) **STOP**

Use data from BS, BDI and TDI to
 inform instruction and determine level
 of intensity using the If/Then Chart

Word Building Blends/
 Vowels
 (WB-B/V) **STOP**

Use data from BS, BDI and TDI to
 inform instruction and determine level
 of intensity using the If/Then Chart

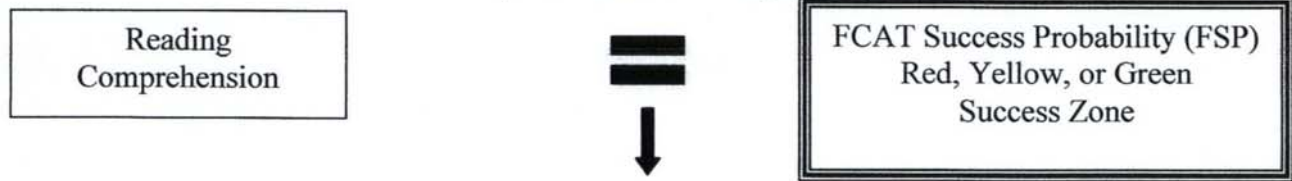
Multisyllabic Word
 Reading (Multi) **STOP**

Use data from BS, BDI and TDI to
 inform instruction and determine level
 of intensity using the If/Then Chart.

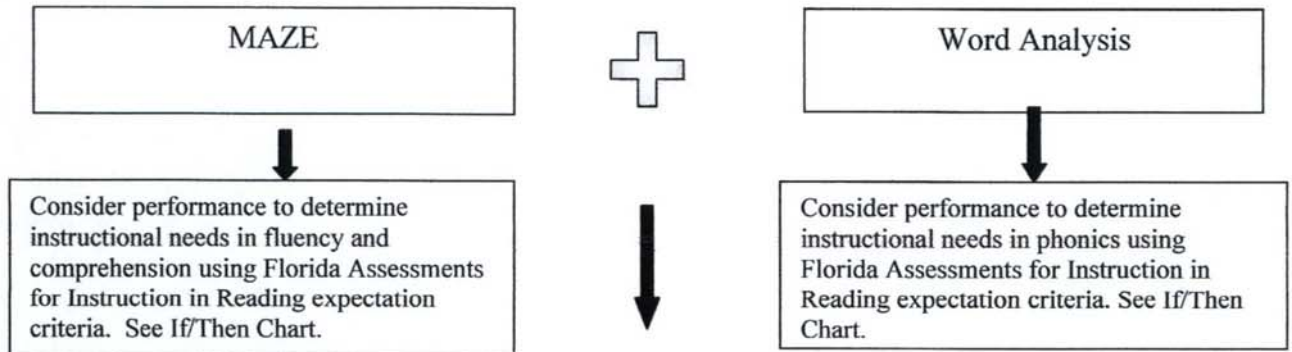
*** Key:**
STOP = End assessment if
 student's performance does not
 meet expectation criteria and
 use data to plan instruction.

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten – 2nd Grade Administer FAIR	Assessment Period 1: August/September 2010 Assessment Period 2: December 2010 Assessment Period 3: March 2011	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> • SRA Imagine It! Reading Program
	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening Comprehension/Reading score is 3 or below	<ul style="list-style-type: none"> • Determine the breakdown of explicit and implicit questions. • Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. 	<ul style="list-style-type: none"> • SRA Imagine It! Reading Program • Small group differentiated instruction that focuses on before, during, and after reading strategies. 	
	Student’s Probability of Reading Success (PRS) score is 16- 84% (Yellow Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Because there is a wide discrepancy between students scoring in the yellow success zone, use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students. Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.	<ul style="list-style-type: none"> • SRA Imagine It! Reading Program • Supplemental Intervention Reading Program(s) • Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.) 	
	Student’s Probability of Reading Success (PRS) score is below 16% (Red Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.	<ul style="list-style-type: none"> • SRA Imagine It! Reading Program • Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program • Daily small group or individualized intervention in addition to or an extension of the 90-minute reading block targeted to meet student’s instructional needs. 	

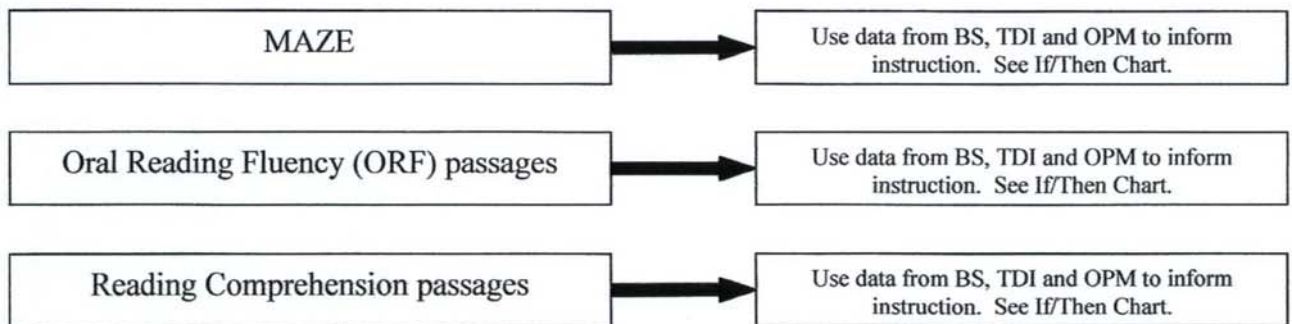
Grades 3-5 Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)



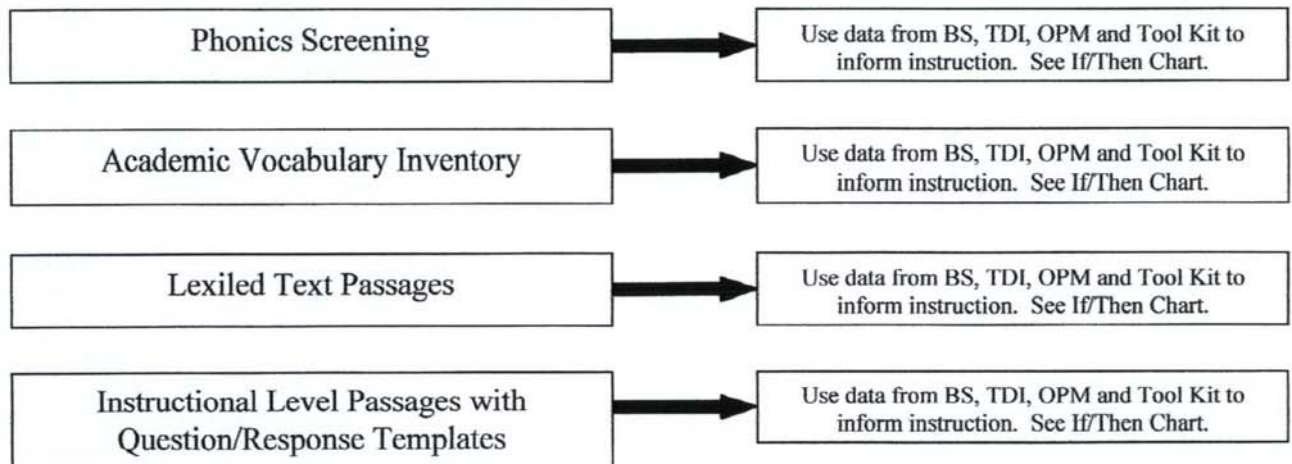
Targeted Diagnostic Inventory (TDI)
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



Ongoing Progress Monitoring (OPM)
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Informal Diagnostic Tool Kit
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR to students who have been identified with a reading deficiency as determined by district selected assessment criteria</p> <p>Grades 4-5 Administer FAIR for students in grades 4 and 5 scoring at Level 1 or Level 2 on FCAT SSS</p>	<p>Assessment Period 1: August/September 2010</p> <p>Assessment Period 2: December 2010</p> <p>Assessment Period 3: March 2011</p>	<p>Student's FCAT Success Probability (FSP) score is at or above 85% (Green Success Zone)</p>	<p><u>Green Success Zone (Box 1) *</u></p> <ul style="list-style-type: none"> Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p>	<p><u>Green Success Zone (Box 1)</u> SRA Imagine It! Reading Program Strategies, Classroom Libraries, Leveled Books, Word Walls, Picture Dictionaries/Flashcards, Accelerated Reader and/or other district approved SRPs/IRPs to increase student vocabulary</p>
	<p>Student's FCAT Success Probability (FSP) score is 85% or less (Yellow or Red Success Zone)</p>	<p>Students receive both MAZE and Word Analysis score. Use the appropriate rules below for each score to determine the appropriate programs/materials/strategies to meet student needs.</p> <p><u>Maze score is above 30th percentile (Box 2)</u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><u>Maze score is below 30th percentile (Box 3)</u></p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). <p><u>Word Analysis Score is above 30th percentile (Box 4)</u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p><u>If a student's scores fall in Box 2+4</u> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Peer Assisted Learning Strategies, Kaleidoscope, and/or other district approved SRPs/IRPs to strengthen comprehension</p> <p><u>If a student's scores fall in Box 2+5</u> SRA Imagine It! Reading Program Strategies, Fluency and Accuracy Probes/Checks, Kaleidoscope, Peer Assisted Learning Strategies, Great Leaps, Accelerated Reader, and/or district approved SRPs/IRPs to build fluency</p> <p><u>If a student's scores fall in Box 3+4</u> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Peer Assisted Learning Strategies, Kaleidoscope, and/or other district approved SRPs/IRPs to strengthen comprehension</p>	

Middle School Charts

Chart F

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1011

School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Readers	Class Size Cap for Content Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Other: Language of Literature (6-12) Glencoe Literature Florida Treasures 6,7,8	Other: Corrective Reading (6-12)	READ 180-6,7,8	FCAT Explorer (6-8) Achieve 3000 (6-8) Apex Learning (6-8) Accelerated Reader 6,7,8	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading	6 : 100	6 : 5	6 : 60	6 : 5	15	Yes	15
CROSSROAD ACADEMY 9104	SRA Imagine It-6 Other: Glencoe Literature: The Reader's Choice Course 2-3 (7-8) Realms of Gold Volume 1-3 (6-8)	Other: Corrective Reading (6-8)	Bridges to Literature-6,7,8	FCAT Explorer (6-8) Florida Achieves (6-8)	Screening Florida Assessments for Instruction in Reading Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading Outcome measure Florida Assessments for Instruction in Reading	6 : 100	6 : 5	6 : 60	6 : 5	15	Yes	22
	Other: N/A	Other: N/A	Other: N/A		Screening N/A					N/A	No	

GADSDEN
CENTRAL
ACADEMY
9106

Progress monitoring reported (fluent)

N/A

Progress monitoring reported (disfluent)

N/A

Outcome measure	6 : 0	6 : 0	6 : 0	6 : 0
N/A	7 : 0	7 : 0	7 : 0	7 : 0
	8 : 0	8 : 0	8 : 0	8 : 0

**2010-11 Student Placement
Screening/Diagnostic/Other**

N/A

Houghton
Mifflin
Daybooks-
6,7
Other:
Glencoe
Literature
Florida
Treasures
6,7,8

Other:
CARBO (8)
Classroom
Libraries

READ 180-
6,7,8
Other:
Edge 6,7,8

FCAT Explorer
(6-8) Florida
Achieves
Accelerated
Reader Achieve
3000 6,7,8

Screening

Florida Assessments for
Instruction in Reading

22 No

Progress monitoring reported (fluent)

Florida Assessments for Instruction in Reading

Progress monitoring reported (disfluent)	6 : 100	6 : 5	6 : 100	6 : 5
Florida Assessments for Instruction in Reading	7 : 100	7 : 5	7 : 100	7 : 5
Outcome measure	8 : 100	8 : 5	8 : 100	8 : 5
Florida Assessments for Instruction in Reading				

**2010-11 Student Placement
Screening/Diagnostic/Other**

Screening: FORF and FCAT SSS
Progress Monitoring: MAZE
Outcome: FCAT SSS

Screening

N/A

N/A No

Other:
N/A

Other:
N/A

Other:
N/A

Progress monitoring reported (fluent)

N/A

Progress monitoring reported (disfluent)	6 : 0	6 : 0	6 : 0	6 : 0
N/A	7 : 0	7 : 0	7 : 0	7 : 0
Outcome measure	8 : 0	8 : 0	8 : 0	8 : 0
N/A				

**2010-11 Student Placement
Screening/Diagnostic/Other**

N/A

HOPE
ACADEMY
9102

Houghton
Mifflin
Daybooks-
6,7
Other:
Glencoe
Literature

Other:
Corrective
Reading
6,7,8
Classroom
Libraries

READ 180-
6,7,8
Bridges to
Literature-
6,7,8
Other:
EDGE -

FCAT Explorer
(6-8) CCC LAB
(SuccessMaker)
(6-8) Achieve
3000 (6-8)
Accelerated
Reader (6-8)

Screening

Florida Assessments for
Instruction in Reading

22 No

Progress monitoring reported (fluent)

Florida Assessments for Instruction in Reading

Florida Treasures 6,7,8
6,7,8

Progress monitoring reported (disfluent)	6 : 100	6 : 5	6 : 100	6 : 5
Florida Assessments for Instruction in Reading	7 : 100	7 : 5	7 : 100	7 : 5
Outcome measure	8 : 100	8 : 5	8 : 100	8 : 5
Florida Assessments for Instruction in Reading				

2010-11 Student Placement Screening/Diagnostic/Other

Screening: FORF and FCAT SSS
Progress Monitoring: MAZE
Outcome: FCAT SSS

Other: Fast
Glencoe: 6-8 ForWord- 6,7,8
used in Other: Skills for
Intensive Skills for HeadSprout, Learning
Language Success, Skills Tutor, Management
Arts course HeadSprout, Raz-Kids, System, offers
Skills Tutor, Reading A synchronous and
Raz-Kids, to Z, Book asynchronous
Reading A Club, learning
to Z, Book Talented opportunities
Club, Literature with teachers
Talented Study using
Literature (Junior Elluminate,
Study Great message boards,
(Junior Books), proprietary
Great PACE teachlets, I-Text
Books), Grades 3-6 Books,
PACE interactive
Grades 3-6 curriculum
tools, online
partner
resources
(samples
provided
below), and
webmail.
"Educational
Technology and
Online
Learning" is a
required course
for all students
K-8, and
"Keyboarding"
is optional for
students in
grades 6-8.
Finally, the
supplemental
and
comprehensive
intensive
reading
interventions are
also
"educational
technology." K
to the 8th
Power, Brain

20 Yes 20

Screening
See "Other"

Progress monitoring reported (fluent)
See "Other"

Progress monitoring reported (disfluent)	6 : 150	6 : 5	6 : 150	6 : 5
See "Other"	7 : 150	7 : 5	7 : 150	7 : 5
Outcome measure	8 : 150	8 : 5	8 : 150	8 : 5
See "Other"				

2010-11 Student Placement Screening/Diagnostic/Other

Screening, Progress monitoring and Diagnostic assessments are determined and carried out by

JAMES A. SHANKS
MIDDLE
0211

DISTRICT
VIRTUAL
INSTRUCTION
PROGRAM
7001

WEST
GADSDEN
HIGH
0051

Other: Glencoe Literature Florida Treasures 6,7,8
 Other: Be a Better Reader 6-8 Word Skills 8
 Bridges to Language of Novels 6,7,8
 Interactive Reader - 6
 Literature 7,8

READ 180-ACHIEVE
 6,7,8 Teenbiz 3000 6-8
 Bridges to FCAT Explorer (6-8)
 Literature- Accelerated Reader (6-8)
 Language of Literature - 7,8

POP, Discovery Learning,
 Grolier Online, EBSCO
 Reading Data Base for teachers and students

Screening

Florida Assessments for Instruction in Reading

Progress monitoring reported (fluent)

Florida Assessments for Instruction in Reading

Progress monitoring reported (disfluent)

Florida Assessments for Instruction in Reading

Outcome measure

Florida Assessments for Instruction in Reading

6 : 100	6 : 5	6 : 100	6 : 5
7 : 100	7 : 5	7 : 100	7 : 5
8 : 100	8 : 5	8 : 100	8 : 5

22

Yes

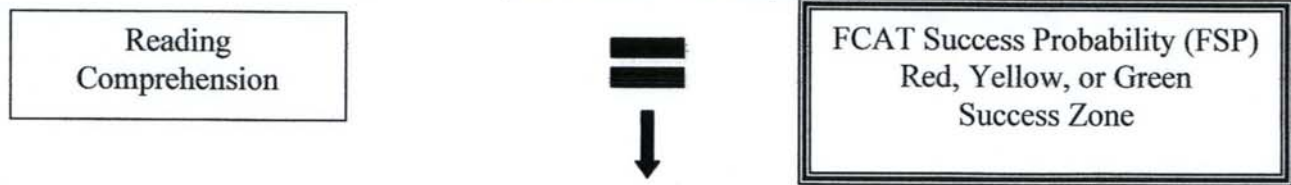
22

2010-11 Student Placement

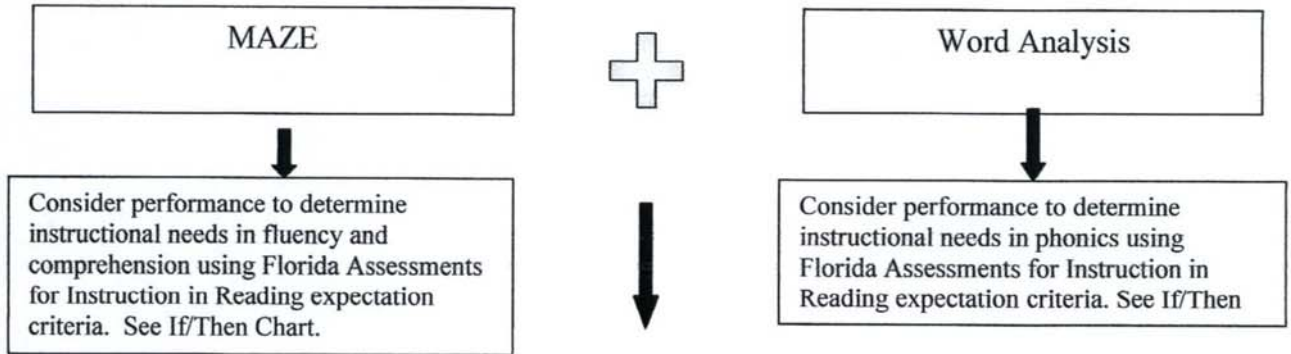
Screening/Diagnostic/Other

Screening: FORF and FCAT SSS
 Progress Monitoring: MAZE
 Outcome: FCAT SSS

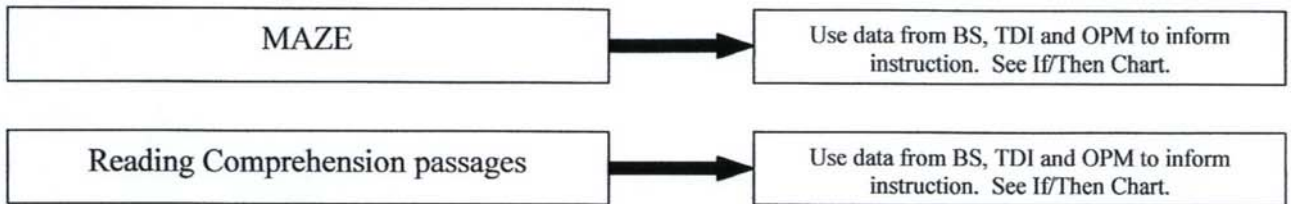
Grades (6) 7-8 Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)



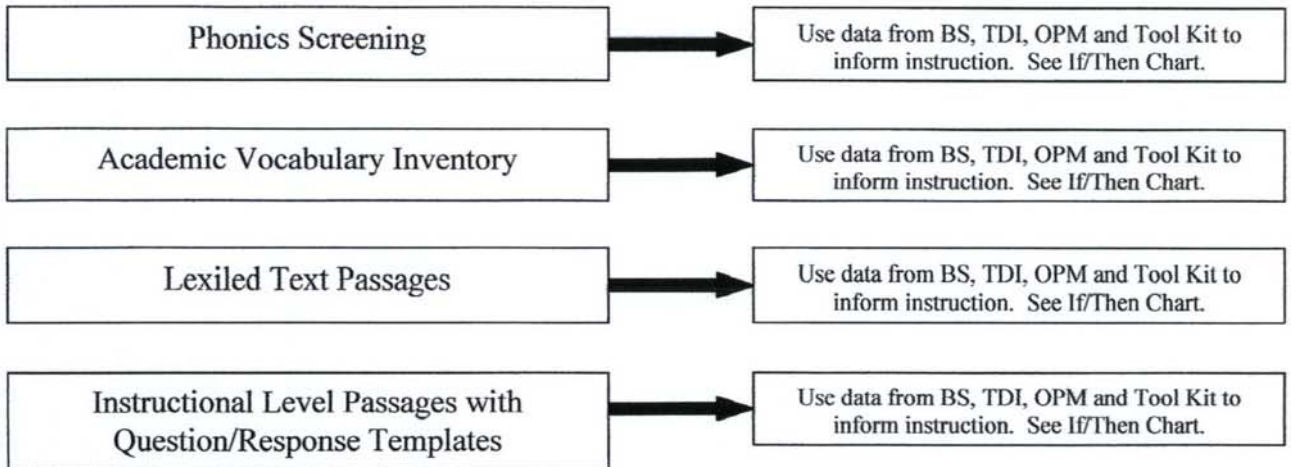
Targeted Diagnostic Inventory (TDI)
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



Ongoing Progress Monitoring (OPM)
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Tool Kit
 (Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



Screening Assessments	Dates	IF	THEN	Interventions and Materials								
FCAT/SSS and FORF Only FORF for students without FCAT SSS Scores	Spring 2010	Student scores Level 3-5 Student scores Level 1 or Level 2	Place into Advanced Reading Course (A) Administer FORF Fluency Probes to assess accuracy and rate Place into the appropriate reading intervention using placement guidelines and FCAT Fluency data. Students Scoring at Level 2 on FCAT Reading and deemed fluent based on FORF scores will be eligible for content area reading intervention where available.	Reading Courses Middle School (key below for levels) <table border="1" data-bbox="1108 354 1709 516"> <thead> <tr> <th data-bbox="1108 354 1266 391">A</th> <th data-bbox="1266 354 1407 391">B</th> <th data-bbox="1407 354 1556 391">C</th> <th data-bbox="1556 354 1709 391">D</th> </tr> </thead> <tbody> <tr> <td data-bbox="1108 391 1266 516">Advanced Reading</td> <td data-bbox="1266 391 1407 516">Intensive Reading</td> <td data-bbox="1407 391 1556 516">Reading I</td> <td data-bbox="1556 391 1709 516"></td> </tr> </tbody> </table> Match letters to intervention column: A. FCAT Level 3-5: Advanced Reading Course B. FCAT Level 1-2 DISFLUENT (less than 105 WCPM): Read 180 C. FCAT Level 1-2 FLUENT (≥ 105 WCPM): Hampton Brown Edge	A	B	C	D	Advanced Reading	Intensive Reading	Reading I	
A	B	C	D									
Advanced Reading	Intensive Reading	Reading I										

Our district is aware that we need to provide different reading interventions in subsequent years for students that have not responded to a specific reading intervention that was delivered with fidelity. We plan to have the reading coach or reading teacher monitor closely the students not making progress and then the Reading Leadership Team meetings will be used to help determine and select the most appropriate materials and design for the school.

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
FAIR 1 st assessment FAIR 2 nd assessment FAIR 3 rd assessment Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS	Assessment Period 1: August/September 2010	Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)	Continue to serve student in reading intervention Green Success Zone (Box 1) * <ul style="list-style-type: none"> Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards 	Green Success Zone (Box 1) Bridges to Literature Classroom Libraries Accelerated Reader Other district approved SRPs/IRPs to increase student vocabulary
	Assessment Period 2: December 2010	Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)	* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.	
	Assessment Period 3: March 2011		Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress. Use the appropriate rules below for each score. Maze score is above 30th percentile (Box 2) Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Maze score is below 30th percentile (Box 3) Have student orally read a passage monitoring fluency rate, accuracy, expression) <ul style="list-style-type: none"> If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy) 	If a student's scores fall in Box 2+4 Bridges to Literature Read 180 Hampton Brown Edge Kaplan Reading Word Skills SRA Corrective Reading Classroom Libraries Other district approved SRPs/IRPs to strengthen comprehension If a student's scores fall in Box 2+5 Bridges to Literature Read 180 Hampton Brown Edge Kaplan Reading Word Skills Accelerated Reader Be A Better Reader Other district approved SRPs/IRPs to build fluency

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><u>Word Analysis score is above 30th percentile (Box 4)</u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><u>Word Analysis score is below 30th percentile (Box 5)</u> Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> • If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit. <p>**Note: The 30th percentile cut point used in this document is given a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected during the third assessment period window in spring 2009.</p>	<p><u>If a student’s scores fall in Box 3+4</u> Bridges to Literature Read 180 Hampton Brown Edge Kaplan Reading Word Skills Accelerated Reader Other district approved SRPs/IRPs to increase vocabulary and strengthen comprehension</p> <p><u>If a student’s scores fall in Box 3+5</u> Bridges to Literature SRA Corrective Reading Word Skills Kaplan Reading Other district approved SRPs/IRPs</p>

High School Charts

Grades 9-12 Curriculum and Assessment Decision Tree
Broad Screen/Progress Monitoring Tool (BS/PMT)
 (Administered 3 times per year)

Reading
Comprehension



FCAT Success Probability (FSP)
Red, Yellow, or Green
Success Zone

Targeted Diagnostic Inventory (TDI)

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)

MAZE



Word Analysis

↓
Consider performance to determine instructional needs in fluency and comprehension using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.



↓
Consider performance to determine instructional needs in phonics using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.

Ongoing Progress Monitoring (OPM)

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

MAZE



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.

Reading Comprehension passages



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.



Tool Kit

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

Phonics Screening



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Academic Vocabulary Inventory



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Lexiled Text Passages



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Instructional Level Passages with
Question/Response Templates



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Screening Assessments	Dates	IF	THEN	Interventions and Materials								
FCAT/SSS and FORF Only FORF for students without FCAT SSS Scores	Spring 2010	Student scores Level 3-5 Student scores Level 1 or Level 2	Place into Advanced Reading Course (A) Administer FORF Fluency Probes to assess accuracy and rate Place into the appropriate reading intervention using placement guidelines and FCAT Fluency data. Students Scoring at Level 2 on FCAT Reading and deemed fluent based on FORF scores will be eligible for content area reading intervention where available.	Reading Courses High School (key below for levels) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>Advanced Reading</td> <td>Intensive Reading</td> <td>Reading I</td> <td></td> </tr> </tbody> </table> <p>Match letters to intervention column:</p> <ul style="list-style-type: none"> A. FCAT Level 3-5: Advanced Reading Course B. FCAT Level 1-2 DISFLUENT (less than 122 WCPM): Read 180 C. FCAT Level 1-2 FLUENT (≥ 122 WCPM): Hampton Brown Edge 	A	B	C	D	Advanced Reading	Intensive Reading	Reading I	
A	B	C	D									
Advanced Reading	Intensive Reading	Reading I										

Our district is aware that we need to provide different reading interventions in subsequent years for students that have not responded to a specific reading intervention that was delivered with fidelity. We plan to have the reading coach or reading teacher monitor closely the students not making progress and then the Reading Leadership Team meetings will be used to help determine and select the most appropriate materials and design for the school.

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>FAIR 1st assessment</p> <p>FAIR 2nd assessment</p> <p>FAIR 3rd assessment</p> <p>Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS</p>	<p>Assessment Period 1: August/September 2010</p> <p>Assessment Period 2: December 2010</p> <p>Assessment Period 3: March 2011</p>	<p>Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)</p> <p>Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Continue to serve student in reading intervention</p> <p><u>Green Success Zone (Box 1) *</u></p> <ul style="list-style-type: none"> Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p>Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Use the appropriate rules below for each score.</p> <p><u>Maze score is above 30th percentile (Box 2)</u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><u>Maze score is below 30th percentile (Box 3)</u> Have student orally read a passage monitoring fluency rate, accuracy, expression)</p> <ul style="list-style-type: none"> If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy) 	<p><u>Green Success Zone (Box 1)</u> Language of Literature Reader's Handbook Hampton Brown Edge Classroom Libraries Accelerated Reader</p> <p><u>If a student's scores fall in Box 2+4</u> Language of Literature Read 180 Reader's Handbook Six-Minute Solution Be A Better Reader Reading Comprehension Hampton Brown Edge Accelerated Reader Classroom Libraries</p> <p><u>If a student's scores fall in Box 2+5</u> Language of Literature Read 180 Reader's Handbook Six-Minute Solution Be A Better Reader Reading Comprehension Hampton Brown Edge Accelerated Reader Classroom Libraries</p>

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><u>Word Analysis score is above 30th percentile (Box 4)</u> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><u>Word Analysis score is below 30th percentile (Box 5)</u> Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> • If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit. <p>**Note: The 30th percentile cut point used in this document is given a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected during the third assessment period window in spring 2009.</p>	<p><u>If a student’s scores fall in Box 3+4</u> Language of Literature Read 180 Reader’s Handbook Reading Comprehension Hampton Brown Edge Classroom Libraries Accelerated Reader</p> <p><u>If a student’s scores fall in Box 3+5</u> Language of Literature Read 180 Reader’s Handbook Six-Minute Solution Be A Better Reader Reading Comprehension Hampton Brown Edge Accelerated Reader Classroom Libraries</p>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided or have shown significant growth based on student data and teacher recommendation, reading intervention instruction and/or materials will be changed based on student data.

Chart I

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION
 District Name: GADSDEN: 1011

School Name	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 9-12	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Reader's Handbook- 9,10,11,12 Other:	READ 180- 9,10,11,12 Other:	Achieve 3000 (9-12) FCAT Explorer (9-12) Apex Learning(9-12)	Screening Florida Assessments for Instruction in Reading					20	No	
				Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading							
				Progress monitoring reported (disfluent)	9 : 100	9 : 5	9 : 50	9 : 5			
				Florida Assessments for Instruction in Reading	10 : 100	10 : 5	10 : 50	10 : 5			
				Outcome measure	11 : 100	11 : 5	11 : 50	11 : 5			
				Florida Assessments for Instruction in Reading	12 : 100	12 : 5	12 : 50	12 : 5			
				2010-11 Student Placement Screening/Diagnostic/Other							
				Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and							
	Other: N/A	Other: N/A		Screening					N/A	Yes	N/A
				N/A							
				Progress monitoring reported (fluent)							
				N/A							
				Progress monitoring reported (disfluent)	9 : 0	9 : 0	9 : 0	9 : 0			
				N/A	10 : 0	10 : 0	10 : 0	10 : 0			
				Outcome measure	11 : 0	11 : 0	11 : 0	11 : 0			
				N/A	12 : 0	12 : 0	12 : 0	12 : 0			
				2010-11 Student Placement Screening/Diagnostic/Other							
				N/A							
DROP BACK IN ACADEMY 9108	Reader's Handbook- 9,10,11,12 Other:	READ 180- 9,10,11,12 Hampton Brown Achievement Series (9-12) Edge-9,10,11,12 Odyssey Ware (9-12) Other:	FCAT Explorer (9-12) Read 180 (9-12) Accelerated Reader (9-12)	Screening Florida Assessments for Instruction in Reading					22	No	No
		Reading Edge: 13 Ways to Build Reading Comprehension- 9,10,11,12		Progress monitoring reported (fluent)	9 : 100	9 : 5	9 : 50	9 : 5			
				Florida Assessments for Instruction in Reading	10 : 100	10 : 5	10 : 50	10 : 5			
				Progress monitoring reported (disfluent)	11 : 100	11 : 5	11 : 50	11 : 5			
				Florida Assessments for Instruction in Reading	12 : 100	12 : 5	12 : 50	12 : 5			
				Outcome measure							
EAST GADSDEN HIGH 0071											

**2010-11 Student Placement
Screening/Diagnostic/Other**

Screening: FORF Comprehension
Placement Test, Progress
Monitor for Fluent and

Other:
N/A

Other:
N/A

Screening

NA

N/A No

Progress monitoring reported (fluent)

NA

Progress monitoring reported (disfluent) 9 :0 9 :0 9 :0 9 :0

NA 10 :0 10 :0 10 :0 10 :0

Outcome measure 11 :0 11 :0 11 :0 11 :0

NA 12 :0 12 :0 12 :0 12 :0

FLORIDA
STATE
HOSPITAL
0241

**2010-11 Student Placement
Screening/Diagnostic/Other**

This is not a school, but
rather a program in the Gadsden
School District.

Other:
N/A

Other:
N/A

Screening

NA

N/A No

Progress monitoring reported (fluent)

NA

Progress monitoring reported (disfluent) 9 :0 9 :0 9 :0 9 :0

NA 10 :0 10 :0 10 :0 10 :0

Outcome measure 11 :0 11 :0 11 :0 11 :0

NA 12 :0 12 :0 12 :0 12 :0

GADSDEN
CENTRAL
ACADEMY
9106

**2010-11 Student Placement
Screening/Diagnostic/Other**

Other:
N/A

Other:
N/A

Screening

NA

N/A No

Progress monitoring reported (fluent)

NA 9 :0 9 :0 9 :0 9 :0

Progress monitoring reported (disfluent) 10 :0 10 :0 10 :0 10 :0

NA 11 :0 11 :0 11 :0 11 :0

Outcome measure 12 :0 12 :0 12 :0 12 :0

NA

GADSDEN
TECHNICAL
INSTITUTE
0245

**2010-11 Student Placement
Screening/Diagnostic/Other**

HOPE
ACADEMY
9102

Other:
N/A

Other:
N/A

Screening

NA

N/A

No

Progress monitoring reported (fluent)

NA

Progress monitoring reported (disfluent) 9 : 0 9 : 0 9 : 0 9 : 0

NA 10 : 0 10 : 0 10 : 0 10 : 0

Outcome measure 11 : 0 11 : 0 11 : 0 11 : 0

NA 12 : 0 12 : 0 12 : 0 12 : 0

2010-11 Student Placement

Screening/Diagnostic/Other

Other:
Reading
interventions
and
differentiation
determined by
proprietary
reading
profile
assessment
and available
student
assessment
data.

Other:
Conspiracy
Code:
Mindbender
Intensive
Reading Course
used for FLVS
"Classic"
students
FLVSFT
students take
Intensive
Language Arts
via Connections
Academy's
proprietary
curriculum and
Learning
Management
System.

The core content delivered via a propriety Learning Management System, offers synchronous and asynchronous learning opportunities with teachers using Elluminate, discussion boards, interactive curriculum tools, and online partner that is provided to students to assist in reading comprehension and includes the use of Web 2.0 Tools TextHelp. Web 2.0 Tools are offered to students within the Learning Management System. Students can access these tools to assist in vocabulary acquisition, comprehension, and oral reading fluency. TextHelp recently concluded a pilot in 3 courses. This tool incorporates several features such as a text-to-speech function, English to Spanish translation, highlighting capabilities and others which assist students in comprehension, oral reading fluency and vocabulary acquisition. We are currently in the process of deploying this tool to many of our FLVS courses. FLVS continues to review web based reading programs that have the potential to assess reading and provide differentiated practice for students, although most are designed for delivery from computer labs rather than individual computers for distance learning. The following programs are not in use but are in consideration for future implementation with individual students. Reading Horizons directly teaches intensive phonics

Screening

See "Other"

Progress monitoring reported (fluent)

See "Other"

Progress monitoring reported (disfluent) 9 : 0 9 : 5 9 : 60 9 : 5

See "Other" 10 : 0 10 : 5 10 : 60 10 : 5

Outcome measure 11 : 0 11 : 5 11 : 60 11 : 5

See "Other" 12 : 0 12 : 5 12 : 60 12 : 5

2010-11 Student Placement

Screening/Diagnostic/Other

Screening, Progress monitoring and Diagnostic assessments are determined and carried out by

TBD once
the intensive
reading
course pilot
is completed
in June
2010.

Yes

1:140--via
virtual
course
model. 24/7
course
access for
students;
Access to
teacher 7
days a week
from 8:00
AM to 8:00
PM

DISTRICT
VIRTUAL
INSTRUCTION
PROGRAM
7001

to students at the secondary level and also incorporates phonemic awareness, vocabulary, fluency and comprehension into its lessons. This program is suitable for ESOL students.

<http://www.readinghorizons.com/>
Quantum Reading presents strategies for use with any content paired with Quantum Learning instructional practices based on a multi-sensory, multi-intelligence, brain-compatible package.
<http://www.qln.com/QL-Home.aspx> Achieve 3000 provides individualized learning through an email format to deliver science and social studies content scientifically matched to each student's lexile reading level to accelerate reading comprehension, vocabulary, and writing proficiency.
<http://www.achieve3000.com/>

Six-Minute Solution-9,10,11,12
Other: Language of Literature
Hampton Brown ACHIEVE Teenbiz 3000 (9-12)
Edge-9,10,11,12 FCAT Explorer (9-12) Accelerated Reader (9-12)
Other: Be A Better Reader (9-12)

Screening

Florida Assessments for Instruction in Reading

22

Yes

22

Progress monitoring reported (fluent)

Florida Assessments for Instruction in Reading

Progress monitoring reported (disfluent) 9 : 100 9 : 5 9 : 50 9 : 5

Florida Assessments for Instruction in Reading 10 : 100 10 : 5 10 : 50 10 : 5

Outcome measure 11 : 100 11 : 5 11 : 50 11 : 5

Florida Assessments for Instruction in Reading 12 : 100 12 : 5 12 : 50 12 : 5

2010-11 Student Placement

Screening/Diagnostic/Other

Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and

WEST
GADSDEN
HIGH
0051

Professional Development Charts

Back to Form
Friday, March 26, 2010 11:01 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 1 - Foundations of Language Cognition

Information about the delivery model:

Who will provide the professional development?

NEFEC (ADAPT)

Who is the targeted audience for the professional development?

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Back to Form
Friday, March 26, 2010 11:14 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

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Friday, March 26, 2010 11:15 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 2 - Foundations in Research-Based Practices

Information about the delivery model:

Who will provide the professional development?

FOR-PD - University of Central Florida

Who is the targeted audience for the professional development?

Secondary teachers of level one students and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

University of Central Florida

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

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Friday, March 26, 2010 11:15 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon)

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

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Friday, March 26, 2010 11:15 AM
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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
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- High School

Name of Professional Development:

Reading Endorsement Competency 3 - Foundations of Assessment (Beacon)

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

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Friday, March 26, 2010 11:16 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC)

Information about the delivery model:

Who will provide the professional development?

NEFEC (ADAPT)

Who is the targeted audience for the professional development?

Secondary teachers of level one students and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

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Friday, March 26, 2010 11:16 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon)

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

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Friday, March 26, 2010 3:53 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC

Information about the delivery model:

Who will provide the professional development?

Train the Trainer Model

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
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- High School

Name of Professional Development:

Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon

Information about the delivery model:

Who will provide the professional development?

Beacon Learning

Who is the targeted audience for the professional development?

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

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Professional Development in Reading

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Chart A: Grade Level

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- High School

Name of Professional Development:

CAR-PD Bundle

Information about the delivery model:

Who will provide the professional development?

Florida Department of Education

Who is the targeted audience for the professional development?

Secondary reading coaches and secondary teachers of content areas

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

120 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLare, Reading First PD, NEFEC, FCRR)

- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

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- Other

Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
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- High School

Name of Professional Development:

Overview of District K-12 Comprehensive Reading Plan Update

Information about the delivery model:

Who will provide the professional development?

The District Reading Contact and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English

How will the professional development be delivered?

Face-to-Face Workshops

What is the length of the professional development?

One hour minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

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- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

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Friday, March 26, 2010 11:18 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
 Middle School
 High School

Name of Professional Development:

SRA Imagine It! Reading Program (K-5)

Information about the delivery model:

Who will provide the professional development?

SRA Trained Consultant(s), Gadsden Reading Coaches and/or classroom teachers

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, elementary administrators, and elementary reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed
 Favorable Review by FCRR
 Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
 Preventing Reading Difficulties in Young Children
 University of Oregon (DIBELS)
 USDOE Developed ~ Put Reading First
 Other

Other

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Friday, March 26, 2010 11:19 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

SRA Imagine It! Workshop/Student Center Activities

Information about the delivery model:

Who will provide the professional development?

SRA Trained Consultant(s), Gadsden Reading Coaches, and Reading Professional Developer

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One half-day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Providing teachers with focused training on implementing Workshop as part of Differentiated Instruction, and structure intensive intervention sessions needed to teach students who are behind in reading.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

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Friday, March 26, 2010 11:37 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Initial and Advanced Training Updates in the SRA Imagine It! Reading Program

Information about the delivery model:

Who will provide the professional development?

SRA Trained Consultant(s), classroom teachers and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade reading teachers, ESE/ESOL teachers, elementary reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One half-day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to implement the SRA Imagine It! Reading Program and how to differentiate instruction to meet the needs of all students. Teachers will learn to use the Progress Reporter to plan and assess lessons in the core reading program.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Six Components of Reading

Information about the delivery model:

Who will provide the professional development?

SRA Trained Consultant(s) and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

3rd-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
 Middle School
 High School

Name of Professional Development:

Scientifically Based Instruction

Information about the delivery model:

Who will provide the professional development?

SRA Trained Consultant(s) and Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One half-day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

Increasing or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

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University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

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Friday, March 26, 2010 11:46 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Print Rich Environment/Word Walls

Information about the delivery model:

Who will provide the professional development?

Gadsden Reading Coaches

Who is the targeted audience for the professional development?

K-5th grade teachers of reading, ESE/ESOL teachers, middle and high school reading teachers

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One hour minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to set up print rich environment and to integrate using the word walls throughout the day to enhance reading instruction.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
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- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)

Information about the delivery model:

Who will provide the professional development?

Trained Facilitators

Who is the targeted audience for the professional development?

K-5th grade reading teachers, secondary reading and English teachers, ESE/ESOL teachers, elementary and secondary administrators, elementary and secondary reading coaches, Reading Assessment Teams, and Reading Leadership Teams

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

Four days

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to administer and/or interpret results from the Florida Assessments for Instruction in Reading and to make data-driven decisions that guide instruction in reading.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Just Read, Florida! Summer Professional Development Institute

Information about the delivery model:

Who will provide the professional development?

Just Read, Florida! along with PAEC

Who is the targeted audience for the professional development?

All teachers of reading

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

3 days

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Read 180 Training

Information about the delivery model:

Who will provide the professional development?

Consultant(s) - Scholastic Read 180

Who is the targeted audience for the professional development?

All secondary teachers who teach level one students - Intensive Reading Course

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

Full day

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Informal Reading Inventories - Tools for Determining Student Reading Levels

Information about the delivery model:

Who will provide the professional development?

Reading Coaches

Who is the targeted audience for the professional development?

Secondary reading teachers and reading coaches (not formally trained in this area)

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Attendees of this workshop will learn how to administer and analyze a variety of Informal Reading Inventories (including Badar, Flynt Cooter and the Gates MacGinitie). This workshop will assist the classroom teacher in determining individual student reading levels and choosing appropriate books for guided reading. Teachers will have the opportunity to practice and apply their learning in this workshop.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Ohio State University - Fountas and Pinnell, Marie Clay

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Guided Reading in a Balanced Literacy Program

Information about the delivery model:

Who will provide the professional development?

Reading Coaches

Who is the targeted audience for the professional development?

All reading and content area teachers, administrators, and reading coaches (not formally trained in this area)

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

Full-day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Attendees of this workshop will understand that Guided Reading scaffolds and supports readers as they negotiate texts and develop reading strategies. The workshop will address the essential components of Guided Reading including ongoing observation and assessment, dynamic grouping of readers, creating sets of leveled texts, selection and introduction of texts, lesson planning, teaching for strategies, and classroom management.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
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- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

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District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
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 High School

Name of Professional Development:

Reading in the Content Area - Informational Non-Fiction Text Pre-reading and Reading Activities

Information about the delivery model:

Who will provide the professional development?

Reading Coaches

Who is the targeted audience for the professional development?

All reading and content area teachers, Reading Assessment Teams, Reading Leadership Teams, administrators, and reading coaches (not formally trained in this area)

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

One-half day minimum per session

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

Training in how to teach students strategies in reading informational text. The workshop will show the essential components of content area reading including activating prior knowledge, reading strategies, and metacognition. Those in the workshop will understand effective instructional tools to help students to achieve success in the content areas.

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed
 Favorable Review by FCRR
 Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
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Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

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Name of Professional Development:

Competency 2 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or on-line

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Competency 3 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College Instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or on-line

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Back to Form
Friday, March 26, 2010 11:50 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Competency 4 and 5 - District Approved College Course

Information about the delivery model:

Who will provide the professional development?

College Instructor

Who is the targeted audience for the professional development?

K-12 teachers seeking the reading endorsement

How will the professional development be delivered?

Face-to-face or online

What is the length of the professional development?

3 semester hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Back to Form
Friday, March 26, 2010 11:58 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)

Information about the delivery model:

Who will provide the professional development?

District Advanced FAIR Master Trainers and Just Read, Florida! Consultants

Who is the targeted audience for the professional development?

All teachers and reading coaches that will be training teachers to administer the FAIR assessment.

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

Four days Day 1 - Grades K-2 - How to Administer the Assessments Day 2 - Grades K-2 - Instructional Implications
Day 3 - Grades K-2 - PMRN Reports Day 4 - Grades 3-5 - How to Administer Assessments, Instructional
Implications and PMRN

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Back to Form
Friday, March 26, 2010 11:58 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12)

Information about the delivery model:

Who will provide the professional development?

District Advanced Master Trainers and Just Read, Florida! Consultants

Who is the targeted audience for the professional development?

All teachers and reading coaches that will be training teachers to administer the FAIR Assessment

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

1 day Day 1 - All components - How to Administer Assessments, Instructional Implications & PMRN

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Back to Form
Friday, March 26, 2010 11:58 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
 Middle School
 High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)

Information about the delivery model:

Who will provide the professional development?

Teachers that have been trained as master trainers in FAIR

Who is the targeted audience for the professional development?

All elementary reading teachers that will be administering the FAIR assessment

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

K and 1st Grade - 12.5 hours (spread out over a period of time) How to administer assessment - 6 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 2nd Grade - 10.5 hours (spread out over a period of time) How to administer assessment - 4 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 3rd-5th Grade - 5.5 hours (spread out over a period of time) How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 3-5 Instructional Implications - 3 hours

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
 Phonics/Words Analysis
 Fluency
 Vocabulary
 Comprehension
 Assessment
 Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
 DOE Developed
 Favorable Review by FCRR
 Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

Back to Form
Friday, March 26, 2010 11:59 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)

Information about the delivery model:

Who will provide the professional development?

Teachers that have been trained as master trainers in FAIR

Who is the targeted audience for the professional development?

All secondary reading, intensive reading and content area teachers that will be administering the FAIR assessment

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

5 hours for reading/intervention teachers and 3.5 hours for content area teachers (spread out over a period of time)
Reading/Intervention Teachers - How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 2 1/2 hours
Content Area Teachers - How to administer - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 1 hour

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First

Back to Form
Friday, March 26, 2010 11:59 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Achieve 3000 Training

Information about the delivery model:

Who will provide the professional development?

Consultant(s) - Achieve 3000

Who is the targeted audience for the professional development?

All secondary teachers

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

One-half day minimum

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Back to Form
Friday, March 26, 2010 11:59 AM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Glencoe Literature Florida Treasures

Information about the delivery model:

Who will provide the professional development?

Consultant(s) - McGraw-Hill Glencoe

Who is the targeted audience for the professional development?

Middle and High School Language Arts Teachers and Reading Coaches

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

Full Day

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Back to Form
Friday, March 26, 2010 12:00 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Hampton-Brown Edge

Information about the delivery model:

Who will provide the professional development?

Consultant(s) - Hampton-Brown Edge

Who is the targeted audience for the professional development?

Reading teachers working with Level 1 and Level 2 students

How will the professional development be delivered?

Face-to-Face Workshop(s)

What is the length of the professional development?

Full-day

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Back to Form
Friday, March 26, 2010 12:00 PM
District : Gadsden
Professional Development in Reading

Chart is Identical to Previous Approved Version New or Revised Chart

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Waterford Early Learning

Information about the delivery model:

Who will provide the professional development?

Consultant(s)-Pearson

Who is the targeted audience for the professional development?

Kindergarten through second grade teachers

How will the professional development be delivered?

Face-to-Face

What is the length of the professional development?

Full-day

Professional Development in Assessment and the Five Components of Reading

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

Evidence of Scientific Basis

- Just Read, Florida! Developed or Approved
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

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- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Budget

**District: Gadsden
Leadership: Budget**

Research-Based Reading Instruction Allocation 2010-2011

✓ Approved Section

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark Fund Source:	\$ 279358	
Salaries and Benefits	\$ 68060	24 %
FTE of Reading Coach Positions funded solely by FEFP		
FTE of Reading Teacher Positions funded solely by FEFP		
Detailed breakdown of other salaries	Salaries and benefits for instructional and non-instructional employees working in the Third Grade Summer Reading Camp. Salaries and benefits for thirteen reading coaches/reading teachers will be paid from other funding sources.	
Professional Development	\$ 20000	7 %
Assessment Costs	\$ 20000	7 %
Detailed breakdown of Assessment category	Formal/Informal Assessments	
Programs/Materials	\$ 136000	49 %
Detailed breakdown of Programs/Materials category	Core Supplementary, Intervention Reading Programs/Materials; Consumable reading-related supplies and materials, Non-consumable reading-related supplies and materials, Accelerated Reader Enterprise	
Other	\$ 35298	13 %
Detailed breakdown of Other Category	Overexpenditures in: Supplies and reading-related materials for thirteen schools at \$1,000 each for a total of \$13,000; Transportation costs and materials and supplies for the Third Grade Summer Reading Camp for a total of \$22298.	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$ 279358	
Other funding sources used to implement plan	\$ 723544	

**Detailed breakdown of
other funding sources**

**including the source,
amount, and use of funds**

IDEA ARRA \$20,000 (Funds to assist with supplementary and intervention reading materials), IDEA \$5,000 (Funds to support ESE students struggling with reading on standardized tests), \$672,544 (Funds for salaries and benefits for reading coaches/teachers, \$26,000 (Funds for media books and materials)

Total cost of implementing \$ 1002902
K-12 Reading Plan

Comment:

Please provide the number of reading coaches and/or teachers provided by the salary line item along with detail for any other salaries that are paid, if necessary. Please move this detail from Other to Salaries: payment to instructional and non-instructional employees working in the Third Grade Summer Reading Camp for a total of \$90,000.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: September 28, 2010

TITLE OF AGENDA ITEM: Discussion and Request to Advertise the Board's
Intent to Amend School Board Rule Numbered 2.25 (Position Descriptions).

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.


PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request amendments to School Board Rule Numbered 2.25 (Code of Student Conduct) and to request approval to advertise the Notice of Intent to Amend a Rule.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sonja Bridges, Ed.D.

POSITION: Director of Technology/Legal Section 

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY: 

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A RULE**

DATE OF THIS NOTICE: September 28, 2010

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend its Gadsden County School Board Rule Numbered 2.25 (Job Descriptions).

PURPOSE AND EFFECT: The purpose and effect of these rule revisions are to update job descriptions.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Rule 2.25 (Job Descriptions) in order to update the School Board Job Descriptions.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, October 26, 2010.

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE: Sonja D. Bridges., Ed.D.
Director of Technology/Legal Section

NAME OF THE PERSON WHO APPROVED THIS RULE: Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: September 28, 2010

A COPY OF THE RULE PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

DIRECTOR OF FEDERAL PROGRAMS

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution or equivalent experience – three years of educational program experience can replace one year of college.
- (2) ~~Certified by the state of Florida in Administration / Supervision / Educational Leadership or School Principal.~~
- (3) Minimum of ~~ten (10)~~ three (3) years successful experience in ~~the area of instruction, federal Title grant programs,~~ including at least three (3) years as an administrator ~~and three (3) years as a teacher.~~

KNOWLEDGE, SKILLS AND ABILITIES:

Specific knowledge of federal programs Title I program and working knowledge of other federal programs to ensure collaboration of coordination of Title I with other federal programs. Knowledge of current trends and research in area of responsibility, issues related to curriculum and instructional techniques, rules, regulations, statutes, policies, special programs and procedures affecting ~~federal programs Title I and other federal programs~~ on a federal, state or local level. Knowledge of and ability to use student database systems. Ability to provide consultation and advice to teachers, parents, principals and District staff on ~~federal programs Title I and coordinate Title I with other federal programs including budgets, district initiatives, including~~ policies, procedures, rules, regulations and laws. Ability to organize and conduct meetings, to provide conflict resolution, to communicate, plan and disseminate precise information and interpret technical issues related to ~~federal programs Title I.~~ Ability to interpret and use data in developing plans, programs and proposals. Demonstrate effective skills in written and oral communication. Ability to work cooperatively with school personnel, community and other departments and agencies. Good interpersonal and communication skills. Ability to analyze statistical data for trends and standard performance in various programs and to develop strategies for improvement. Ability to represent the District at state and regional functions. ~~Demonstrate ability to work effectively with teachers, administrators and parents.~~ Ability to organize and prioritize. Ability to use technology and assist others in the use of technology in the ~~federal programs Title I program and coordinate technology initiatives with other federal programs.~~

REPORTS TO:

Deputy Superintendent

JOB GOAL

To provide leadership, coordination and support of federal programs that will enhance opportunities for student growth and improved student performance and will reduce duplication and fragmentation of instructional programs.

SUPERVISES:

~~Assigned Support Personnel~~ Program Specialist and Support Staff

PHYSICAL REQUIREMENTS:

DIRECTOR OF FEDERAL PROGRAMS (Continued)

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11

DIRECTOR OF FEDERAL PROGRAMS (Continued)

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Monitor the implementation of ~~federal programs~~ Title I program to ensure compliance with provisions of the grant(s).
- * (2) Establish and maintain financial records ~~for each funded program as necessary for program~~ to ensure adherence to budget requirements and maintenance of records for fiscal compliance.
- * (3) Direct the preparation and submission of reports ~~and evaluations~~ as required ~~for federal and specially funded programs~~ for Title I and Title I funded programs in a timely fashion.
- * (4) Follow-up and resolve findings of external auditors, including system improvement plans.
- * (5) Review materials and participate in activities designed to develop expertise in the implementation of prescribed curricular experiences.
- * (6) Supervise the development, implementation and evaluation of innovative curriculum and instructional techniques provided to students served in ~~federal~~ Title I programs.

Interagency Communication and Delivery

- * (7) Maintain a working relationship with all appropriate governmental agencies and district personnel, including personnel assigned to manage other federal program.
- * (8) Use effective communication strategies to interact with a variety of audiences.
- * (9) Respond to inquiries and concerns in a timely manner.
- * (10) Ensure information exchange, coordination of efforts and articulation of program and services by working closely with school administrators.
- * (11) Act as a resource person and provide technical assistance for preparation of grant applications and interpreting program guidelines.

Professional Growth and Improvement

- * (12) Assist in the development, implementation and evaluation of staff development activities.
- * (13) Set high standards and expectations for self and others.
- * (14) ~~Keep~~ Stay up-to-date and well-informed about trends and best practices in assigned area.
- * (15) Maintain a network of peer contacts through professional organizations.
- * (16) Promote and support the professional growth of self and others.
- * (17) Develop and maintain a thorough knowledge of state, federal, and project regulations and guidelines.

Systemic Functions

- * (18) ~~Prepare and implement and coordinate federal projects and grants~~ Title I project applications, budgets and personnel needs and coordinate Title I with other federal projects and grants to ensure elimination of duplication and reduce fragmentation of instructional programs.
- * (19) ~~Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.~~ Prepare all required reports and maintain all appropriate records and inventories, including any required reimbursements for Title I funding.
- * (20) Recommend the establishment or elimination of special classes, programs and services and provide input in the planning, modification, and construction of educational facilities.

DIRECTOR OF FEDERAL PROGRAMS (Continued)

- *~~(21)~~ ~~Assist in projecting budgets and personnel needs for federal education programs. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.~~
- *~~(22)~~ ~~Serve as a program consultant to school personnel with assistance in the identification of program needs and the selection of appropriate materials, supplies and equipment.~~
- *~~(23)~~ ~~Present at workshops, as necessary~~
- *~~(24)~~ ~~Provide input in the planning, modification and construction of educational facilities. Keep supervisor informed about possible problems, upcoming events, and opportunities.~~
- *~~(25)~~ ~~Prepare all required reports and maintain all appropriate records and inventories.~~
- (25) Perform other duties as assigned.

Leadership and Strategic Orientation

- *~~(26)~~ ~~Coordinate the planning, implementation and evaluation of federal Title I programs and services and maintain appropriate coordination with other federal programs.~~
- *~~(27)~~ ~~Implement and monitor suitable procedures for screening and diagnosis of students' problems. With district leadership, develop administrative guidelines for Title I programs.~~
- *~~(28)~~ ~~Implement and monitor procedures for placement, transfer and program completion for students in federal programs.~~
- *~~(29)~~ ~~Assist in maintaining appropriate coordination between federal programs and other programs.~~
- *~~(28)~~ ~~Assist principals, as needed, in the recruitment, selection, placement and appraisal of personnel.~~
- *~~(29)~~ ~~Implement and monitor suitable procedures for screening and diagnosis of students' problems, including procedures for placement, transfer, and program completion for students in the Title I program.~~
- *~~(30)~~ ~~Contribute to planning activities, including short- and long-term goals and use of resources.~~
- *~~(31)~~ ~~Demonstrate initiative in recognizing needs and/or potential for improvement and take appropriate action.~~
- *~~(32)~~ ~~Use appropriate interpersonal skills to guide individual and groups to accomplish tasks.~~
- *~~(33)~~ ~~Facilitate problem-solving.~~
- *~~(34)~~ ~~Model and maintain high standards of professional conduct.~~
- *~~(31)~~ ~~Assist in the development of administrative guidelines for federal programs.~~

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTYJOB DESCRIPTION**PROGRAM SPECIALIST TITLE I**QUALIFICATIONS:

1. Bachelors Degree from an accredited educational institution or equivalent experience - three years of educational program experience can replace one year of college.
2. Minimum of three (3) years successful experience in federal Title grant programs

KNOWLEDGE, SKILLS, and ABILITIES:

Strong knowledge of Title I grant program. Knowledge of current trends and research in the area of responsibility. Ability to provide consultation and advice to teachers, parents, principals, and District staff on Title I programs including policies, procedures, rules, regulations, and laws. Ability to organize and conduct meetings, to provide conflict resolution, to communicate, plan and disseminate precise information and interpret technical issues related to Title I programs. Ability to interpret and use data in developing plans, programs and proposals. Demonstrate effective skills in written and oral communication. Strong interpersonal and communication skills. Ability to analyze statistical data for trends and student performance in various programs and to assist with the development of strategies for improvement. Ability to represent the District at state, local, and regional functions. Ability to organize and prioritize. Ability to use technology and assist others in the use of technology in Title I programs.

REPORTS TO:

Director of Federal Programs

JOB GOAL

To provide coordination and support of Title I programs that will enhance opportunities for student growth and improved student performance.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PROGRAM SPECIALIST TITLE I (Continued)

PERFORMANCE RESPONSIBILITIES:Service Delivery

- *(1) Implement Title I program to ensure compliance with provisions of the grant(s)
- *(2) Establish and maintain financial records as necessary for program to ensure adherence to budget requirements and maintenance of records for fiscal compliance.
- *(3) Assist with the preparation and submission of reports and evaluations as required and in a timely fashion.
- *(4) Follow-up and resolve findings of external auditors, including system improvement plans
- *(5) Review materials and participate in activities designed to develop expertise in the implementation of prescribed curricular experiences.
- *(6) Assist with implementation and evaluation of innovative curriculum and instructional techniques provided to students served in Title I programs.

Interagency Communication and Delivery

- *(7) Maintain a positive working relationship with all appropriate governmental agencies and district personnel.
- *(8) Use effective communication strategies to interact with a variety of audiences.
- *(9) Respond to inquiries and concerns in a timely manner.
- *(10) Ensure information exchange, coordination of efforts and articulation of program and services by working closely with school administrators.
- *(11) Act as a resource person and provide technical assistance for preparation of grant applications and interpreting program guidelines.

Professional Growth and Improvement

- *(12) Assist in the development, implementation and evaluation of staff development activities.
- *(13) Set high standards and expectations for self and others.
- *(14) Stay up-to-date and well-informed about trends and best practices in assigned area.
- *(15) Maintain a network of peer contacts through professional organizations.
- *(16) Promote and support the professional growth of self and others.
- *(17) Develop and maintain a thorough knowledge of state, federal and project regulations and guidelines.

Systemic Functions

- *(18) Implement Title I projects.
- *(19) Recommend the establishment or elimination of programs and services for Title I.
- *(20) Present at workshops, as necessary.
- *(21) Assist supervisor in wise utilization of Title I funds.
- *(22) Serve as a program consultant to school personnel with assistance in the identification of program needs and the selection of appropriate materials, supplies, and equipment.
- *(23) Prepare all required reports in a timely manner and maintain all appropriate records and inventories.
- *(24) Keep supervisor informed about possible problems, upcoming events, and opportunities.
- *(25) Other duties as assigned

Leadership and Strategic Orientation

- *(26) Assist with the planning, implementation and evaluation of Title I programs and services.
- *(27) Assist in maintaining appropriate coordination between Title I programs and other programs.
- *(28) Assist principals, as necessary, in the recruitment, selection, placement, and appraisal of personnel.
- *(29) Model and maintain high standards of professional conduct.
- *(30) Contribute to planning activities, including short- and long-term goals and use of resources.
- *(31) Demonstrate initiative in recognizing needs and/or potential for improvement and take appropriate action.
- *(32) Use appropriate interpersonal skills to guide individual and groups to accomplish tasks.
- *(33) Facilitate problem-solving.

*(33) Assist in the development of administrative guidelines for Title I programs.

*Essential Performance Responsibilities