

AGENDA

REGULAR SCHOOL BOARD MEETING

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

January 27, 2015

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. December 16, 2014, 4:30 p.m. – School Board Workshop
- b. December 16, 2014, 6:00 p.m. – Regular School Board Meeting
- c. January 6, 2015, 4:00 p.m. – Student Hearing
- d. January 6, 2015, 5:00 p.m. – Student Hearing

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**

- a. Personnel 2014 – 2015

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Internal Accounts Audit – **SEE PAGE #7**

Fund Source: General Fund
Amount: \$27,500.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Cash Management - **SEE PAGE #15**
 Fund Source: N/A – Operational/Procedural Item
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.

- 8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS
 - a. Federal Programs Purchase Orders - **SEE PAGE #27**
 Fund Source: Federal
 Amount: \$20,000.00
 ACTION REQUESTED: The Superintendent recommends approval.

 - b. Renewal of Backup/Disaster Recovery Services – **SEE PAGE #30**
 Fund Source: 110
 Amount: \$163,835.00 (Paid In Increments of \$56,612.02 Yearly)
 ACTION REQUESTED: The Superintendent recommends approval.

 - c. A Better Body, US – REAL (Relationship Education and Leadership) Essentials Teaching the Skills and Strategies of Developing Healthy Relationships and Healthy Lives - **SEE PAGE #42**
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.

 - d. Healthy Districts Project 2014 - 2015 – **SEE PAGE #60**
 Fund Source: N/A
 Amount: \$9,500.00 provided
 ACTION REQUESTED: The Superintendent recommends approval.

- 9. SCHOOL FACILITY/PROPERTY
 - a. New Heating Boiler for James A. Shanks Middle School – **SEE PAGE #74**
 Fund Source: 340 / 379
 Amount: \$30,945.50
 ACTION REQUESTED: The Superintendent recommends approval.

 - b. Resolution to Sell Property – **SEE PAGE #79**
 Fund Source: N/A
 Amount: N/A
 ACTION REQUESTED: The Superintendent recommends approval.

- c. (RFP) Energy Conservation Consulting Services – **SEE PAGE#85**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Approval of 2014-15 SAC Rosters –**SEE PAGE #100**

Fund Source:N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Approval of School Board Policy 5410 (Student Progression Plan)
SEE PAGE #108

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

13. SCHOOL BOARD REQUESTS AND CONCERNS

14. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James

SUPERINTENDENT
OF SCHOOLS



"Building A Brighter Future"

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

January 27, 2015

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 2014-2015

The following reflects the total number of full-time employees in this school district for the 2014-2015 school term, as of January 27, 2015.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees January 2015</u>
Classroom Teachers and Other Certified	120 & 130	438.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	<u>393.00</u>
		881.00

Sincerely,

Reginald C. James
Superintendent of Schools

Audrey Lewis
DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2014/2015**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Davis, Latheria	HES	Teacher (Interim)	12/17/2014
Elysee, Daphne	GBES	Teacher	01/07/2015
Ford, Hezekiah	CPA	Teacher	12/12/2014
Harrell, Sherita	EGHS	Guidance Counselor	01/12/2015
Johnson, Tiffany	GRES	Teacher	01/05/2015
Lee, Emma	GTI	Nursing Instructor	12/01/2014
Simmons, Larry	ESE	Behavior Specialist	01/05/2015
Wells, June	JASMS	Teacher	01/06/2015
Wimes, Adrienne	SSES	Teacher	01/05/2015

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baker, Romeko	WGHS	SFS Worker	01/14/2015
Black, Doris	District	ESE Program Specialist	01/12/2015
Mathews-Nelloms, Dionne	District	Supervisor, Curr. & Instruction	01/12/2015
McNair, Ondrie	HES	Custodial Assistant (Interim)	12/08/2014
Rittman, Jermaine	WGHS	SFS Worker	01/14/2015

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Carter, Latoye	Personnel	01/07/2015	03/09/2015
Goldwire, Cynthia*	Transportation/Bus Driver	11/25/2014	03/02/2015
Williams, Alondrea	PreK	12/05/2014	01/12/2015

*Correction from December 16, 2014 Board

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Black, Doris**	District	Hospital/Homebound Teacher	01/12/2015
Copeland, Robert	JASMS	Teacher	01/05/2015
Forde, Angel	EGHS	Teacher	01/05/2015
Kauffman, Megan	GBES	Teacher	01/05/2015
Mathews, Lesia	WGHS	Teacher	01/15/2015

**Resigned to accept another position within the district.

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Walker, Chad	GWM/Behavior Specialist	SSES/Behavior Specialist	01/05/2015
Dantzler, Heath	SSES/Behavior Specialist	GWM/Behavior Specialist	01/05/2015

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Price, Amelia	GTI	Instructor	01/31/2015

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Williams, Sarah	EGHS	Teacher	01/06/2015

OUT OF FIELD

Name

Harrell, Sherita
Wimes, Adrienne

Location

EGHS
SSES

Area of Certification

Social Work
Elementary Education

Out of Field Area

Guidance Counselor
ESE

TERMINATIONS

Name

Campbell, Lakeysha

Location

GBES

Position

Custodial Assistant

Effective Date

10/31/2014

Substitutes

Teacher

Blanks, Dianne*
Francis, Jazzlyn
Gaines, Craig

Bus Driver

Pete, Sheldon

SFS

Williams, Darlene*

*SFS/Custodial

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: January 27, 2015

TITLE OF AGENDA ITEMS: Internal Accounts Audit

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: To approve the engagement letter for the fixed price indicated for the auditing services from Ashmore and Ashmore for the audit of the District's internal accounts districtwide for the 2014 – 15 fiscal year.

FUND SOURCE: General Fund

AMOUNT: \$27,500

PREPARED BY: Kim Ferree

POSITION: Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____
Be sure that the Comptroller has signed the budget page.

Ashmore & Ashmore, P.A.
Certified Public Accountants
109 South Main Street
Havana, Florida 32333
Voice (850) 539-5690
Fax (850) 539-5994

James R. Ashmore, CPA
Sharron L. Ashmore, CPA

December 12, 2014

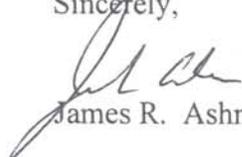
Mr. Reginald James, Superintendent
The School Board of Gadsden County
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351

Dear Superintendent James:

Enclosed you will find two copies of the engagement letter for the Gadsden County School Board General Operating Fund – Internal Accounts audit for the year ended June 30, 2015.

If you have any questions, please let me know.

Sincerely,



James R. Ashmore, CPA

Ashmore & Ashmore, P.A.
Certified Public Accountants
109 South Main Street
Havana, Florida 32333
Voice (850) 539-5690
Fax (850) 539-5994

James R. Ashmore, CPA
Sharron L. Ashmore, CPA

December 12, 2014

To Mr. Reginald James, Superintendent
The School Board of Gadsden County
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351

We are pleased to confirm our understanding of the services we are to provide for the audit of the School Board of Gadsden County's General Operating Fund – Internal Accounts for the year ended June 30, 2015.

We will audit the General Operating Fund – Internal Accounts statements of cash receipts, disbursements and balance of the schools listed on Attachment I. A separate audit report will be issued for each school. A summary report audit report for all schools will also be issued.

Audit Objectives

The objective of our audit is the expression of an opinion about whether the Schools' financial statements are fairly presented, in all material respects, in conformity with the cash basis of accounting. Our audit will be conducted in accordance with U.S. generally accepted auditing standards, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements

are free of material misstatement. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. In addition, an audit is not designed to detect immaterial errors, fraud, or other illegal acts or illegal acts that do not have a direct effect on the financial statements. However, we will inform you of any material errors and any fraud that comes to our attention. We will also inform you of any other illegal acts that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of cash in banks with the financial institutions. We may also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from the schools' management about the financial statements and related matters.

The schools' management is responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. We will advise them about appropriate accounting principles and their application and will assist in the preparation of their financial statements, but the responsibility for the financial statements remains with management. This responsibility includes establishment and maintenance of adequate records and effective internal controls over financial reporting, the selection and application of accounting principles, and the safeguarding of assets. The Schools' management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management is responsible for identifying and ensuring that the schools comply with applicable laws and regulations.

Audit Procedures – Internal Control

Our audit will include obtaining an understanding of the internal controls sufficient to plan the audit and to determine the nature, timing, and extent of auditing procedures to be performed. An audit is not designed to provide assurance on internal control or to identify reportable conditions, that is, significant deficiencies in the design or operation of internal control. However, during this audit, if we become aware of such reportable conditions, we will communicate them to you.

Other Services Included in this Engagement

We will also conduct an annual workshop for school bookkeepers to review audit requirements, recommend procedural changes, and answer questions regarding General Operating Fund – Internal Accounts.

We will provide telephone assistance to bookkeepers when issues surface requiring Auditor advice or assistance.

We shall visit each school once each year to provide on-site guidance to school personnel and ascertain progress toward improving compliance with Board policies, appropriate bookkeeping standards and practices, and the Florida Department of Education “Red Book” requirements.

Audit Administration, Fees, and Other

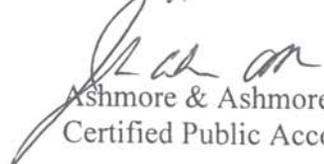
We expect to begin our audit on approximately July 15, 2015 and to issue our report no later than November 30, 2015. The audit completion date is dependent on our firm receiving all school records in final form for the year ended June 30, 2015 by August 1, 2015.

The fees for these services will not exceed \$ 27,500.00 for the audit. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

For your information, we have enclosed a copy of our most recent quality control review report, and our Privacy Policy Notification. By signing below you agree that you have read the Privacy Act Notification letter. You are also agreeing to allow fax transmittal communication with the School Board and the various schools to be audited listed on Attachment I, unless you notify us otherwise in writing.

We appreciate the opportunity to be of service to the School Board of Gadsden County, and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,



Ashmore & Ashmore, P.A.,
Certified Public Accountants

RESPONSE:

This letter correctly sets forth the understanding of the School Board of Gadsden County.

Officer Signature: _____

Title: _____

Date: _____

Attachment I

School Board of Gadsden County
General Operating Fund – Internal Accounts
Fiscal Year Ended June 30, 2015

1. Carter-Parramore Academy
2. Chattahoochee Elementary School
3. East Gadsden High School
4. Gadsden Elementary Magnet School
5. Gadsden Technical Institute
6. George W. Munroe Elementary School
7. Greensboro Elementary School
8. Gretna Elementary School
9. Havana Elementary School
10. Havana Middle School
11. James A. Shanks Middle School
12. Stewart Street Elementary
13. St. John Elementary School
14. West Gadsden High School



Fowler, Holley, Rambo & Stalvey, P.C.

CERTIFIED PUBLIC ACCOUNTANTS
BUSINESS CONSULTANTS

Curtis G. Fowler, CPA, PFS, CFP® · Carlton W. Holley, CPA · C. Wayne Rambo, CPA, CVA · Richard A. Stalvey, CPA

3208 Wildwood Plantation Drive · Post Office Box 1887 · Valdosta, GA 31603-1887 · (229) 244-1559 (800) 360-3123 Fax (229) 245-7369

System Review Report

January 7, 2013

To the Stockholders of
Ashmore & Ashmore, P.A.
and the Peer Review Committee of the Florida Institute of CPA's

We have reviewed the system of quality control for the accounting and auditing practice of Ashmore & Ashmore, P.A. (the firm) in effect for the year ended September 30, 2012. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*.

In our opinion, the system of quality control for the accounting and auditing practice of Ashmore & Ashmore, P.A. in effect for the year ended September 30, 2012, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Ashmore & Ashmore, P.A. has received a peer review rating of *pass*.

Fowler, Holley, Rambo & Stalvey, P.C.
Fowler, Holley, Rambo & Stalvey, P.C.

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2015 CM 0001 - CASH MANAGEMENT

Responsible Division: Office of Business and Finance
Approving Official: Kimberly Ferree
Effective Date: January 28, 2015
Last Revision Date: 1/28/15

OBJECTIVE

This procedure provides guidance to help ensure the accountability and safeguarding of School District cash and cash equivalents. This policy has been established to provide a framework for guidance and coordination in this area and for establishing minimum control standards relative to cash handling.

Various District department directors (such as transportation, maintenance, and food service) as well as school principals and their fiscal staff that collect School District funds remain primarily responsible for ensuring that adequate control procedures have been placed into operation and maintained to secure collections and change funds are properly handled, deposited, and recorded.

DEFINITIONS

Cash –cash is defined to include coin, currency, checks, money orders, and electronic funds transfers (ACH and Wires).

Cash Collection Point – A cash collection point is defined as a school, various district departments such as food service, transportation, etc., events, clubs or other school organizations which collect cash throughout the fiscal year.

Internal Controls – Internal controls generally comprise all the coordinate methods and measures adopted within a business to safeguard its assets, check the accuracy and reliability of its accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies. For purposes of this policy the emphasis on controls will generally be related to the methods and practices necessary to ensure the safeguarding of School District's cash collections and change funds.

The establishment of internal controls for cash collections is necessary to prevent mishandling of funds and to safeguard against loss. Strong internal controls are also designed to protect employees by defining responsibilities in the cash handling process.

CASH COLLECTION POINT

Only schools and district departments that can demonstrate the ability to establish appropriate control procedures and comply with prescribed cash handling guidelines will be approved as Cash Collection Points. All cash collection points should apply for authority to collect cash on an annual basis by July 1 of each fiscal year.

Schools will directly deposit cash collections belonging to the school in a timely manner in the school's internal fund bank account and record the cash receipt in the internal funds account.

Any non-school collections or collections sent to district departments, such as cash collections sent to the transportation office for reimbursement of field trips, will be delivered to the Office of Business and Finance by the close of the business day that the cash was collected for timely depositing and recording in the District accounting records.

School internal accounts and district departments functioning as a Cash Collection Point should receive required authorization by the Office of Business and Finance or will incur the risk of losing budgetary spending authority for the funds collected, in addition to the possibility of incurring other appropriate disciplinary action. Any significant changes within a Cash Collection Point relating to personnel duties or procedures should be brought to the attention of the Office of Business and Finance.

The Office of Business and Finance may request that employees of the areas attend periodic training. School collections will be recorded in the school's internal accounts record and will be audited by an independent external auditor on a yearly basis. District collections will be recorded and deposited in the district's accounting records for which monthly bank statements will be reconciled on a monthly basis. District cash accounts are audited by the State Auditor's office annually. Failure to follow appropriate procedures may result in audit criticism and the loss of authority to serve as an authorized Cash Collection Point.

GENERAL INTERNAL CONTROL REQUIREMENTS

It is recognized that no one control model effectively or efficiently fits the needs of all cash collection areas. However, there are certain standard control procedures that are expected to be in place, unless there is a demonstrated and justifiable reason for not doing so. In such cases, there would be an expectation that alternative or compensating control procedures be put in place. The standard control procedures generally expected to be established at each Cash Collection Point are as follows:

- A. For collections received in person, proper receipting devices should be used (pre-numbered receipt forms, cash register receipts, etc.).
1. Funds should be receipted at the initial point of collection and all customers should be provided a receipt.
 2. Food Service cash registers should have appropriate control features and the operator should not have the ability to reset totals.
 3. Unused pre-numbered receipt forms should be adequately secured and accounted for. The individual receipting the cash and issuing the individual receipt forms should sign the receipt which should be shown as doing do on the carbon copy in the receipt book. Cash registers should log on the cashier and should be totaled out for the cashier when they close requiring the food service manager at the school to verify the cash total and deposit.
 4. Voided receipts or transactions should generally be approved by supervisory personnel. All copies of the voided receipt form should be retained.
- B. Collections received through the mail should be receipted or logged in the receipt book by the date received and restrictively endorsed at the earliest point in the collection process. These receipts books/logs should subsequently be compared with the deposit and collections recorded by a staff member not making the deposit.
- C. Cash handling duties should be assigned so that collections, deposit preparation, and reconciliations are assigned to different employees. In general, employees who handle cash should not be assigned duties for creating invoices or updating accounts receivable records or general ledger records unless mitigating controls are in place and another employee reviews the supporting documentation and approves invoice for the accounts receivable or general ledger recording.
- D. Different employees should not work simultaneously out of the same cash drawer and whenever funds are transferred among employees responsibility should be fixed through some receipting mechanism.
- E. Deposits should generally be made daily. Exceptions may be made when collections of currency and coins are under \$100 or checks and money orders total less than \$500. However, no collections should be held more than five business days before being deposited.
- F. Cash collections and change funds should be adequately secured at all times. Cash drawers should be locked when a cashier must be away from his or her workstation. If applicable, safe combinations should be changed whenever staffing changes occur among those that know the combination. Keys to the safe should be maintained by an employee not collecting or recording the cash collections.
- G. Persons with assigned cash handling responsibilities should be provided a copy of the written procedures regarding their responsibilities for the handling and control of cash collections or change funds.
- H. Personal loans or the cashing of personal checks from cash collections or change funds is prohibited.
- I. Police background checks must be performed on any employees who will have cash handling responsibilities.

PAYMENTS RECEIVED BY CHECK

A. Checks received should be made payable to the Gadsden County School Board for district collections, including food service. For district deposits, the authorized change fund staff member is responsible for receipting cash collections and preparing the deposit slip. This employee is organizationally separate from the Treasury Management function. Prior to validation of the deposit by the bank, the treasury manager should reviewed and initial the deposit slip prepared by the cash collector. After review by the treasury manager, the cash collector should valid the deposit at the bank.. The validated deposit slip should be returned to the treasury manager to prepare the accounting data entry sheet with deposit slip and any other supporting documentation attached, which will then be transferred to the general accounting manager for review and posting into the general ledger.

School collections should have checks made payable to the individual school, except for reimbursements to the district, such as for school field trips, etc. In those instances, the checks should be made payable to Gadsden County School Board. The district reimbursement checks should be transmitted to the business office prior to the close of the business day. The principal should review and initial the schools deposit prior to its validation by the bank. The school's validated deposit slip and supporting documentation will be retained by the schools fiscal staff of a period of 5 years.

B. The identity of any individual presenting a check in person should be validated. School internal accounts should not accept personal checks except from a business account. Any collection of not sufficient funds checks (NSF) is the responsibility of the school's principal or their designee.

1. For checks received from individuals (other than a District employee) validation may be performed by either:

- Reviewing a driver's license or state identification and recording the identification number on the check; **OR**
- Recording the following information regarding the identity of the presenter on the check:

- Full name
- Residence address
- Home phone number
- Business phone number
- Place of employment
- Gender
- Date of birth
- Height

(Ref. 832.07(2)(b), F.S.)

C. Each school should maintain a list of individuals who have previously tendered a dishonored check. Checks should not be accepted under any circumstance from individuals on this list. As previously stated, schools should not accept checks from individuals (only businesses) and collection of NSF checks is the responsibility of the principal or their designee.

For employees who have issued a dishonored check, the information should be forwarded to the Office of Business and Finance to collect the funds due from the employees next payroll check.

D. Checks should be **restrictively endorsed immediately upon receipt.**

PAYMENTS RECEIVED BY ELECTRONIC FUNDS TRANSFER (EFT) ACH OR WIRE TRANSFER

District departments must request permission from the Office of Business and Finance for an agency to electronically transfer payments into the district's bank account. The Office of Business and Finance will provide the customer with the necessary banking information for district transactions. Prior to each receipt, district departments must provide the Office of Business and Finance with a copy of the Notice of Expected Electronic Transmission Notification if not received by the Treasury Manager.

Generally, all revenues received electronically are received by the Office of Business and Finance. Revenues typically received by electronic funds transfer or wire transfers, such as FEFP receipts, supporting documentation will be attached to the data entry sheet prepared by the Treasury Manger and submitted to general accounting for posting. This will facilitate the tracking of the incoming payment and will result in the proper recording of the funds.

Similar receipts for internal funds at each school must have the permission of the school's principal. In order to protect the school's bank account against fraud, the principal should properly vet the request prior to releasing any information to a third party.

PREPARING AND TRANSMITTING DEPOSITS

A. For food service collections, a daily sales reports should be prepared and overages and shortages appropriately noted. Deposits should be made intact and agree with the totals of the daily sales reports.

B. The validated deposit is to be forwarded to Food Service Finance Manager.

C. Schools and district departments should ensure that appropriate security is provided when deposits are transported to the bank for deposit. The deposit should never be left unattended in the depositor's vehicle. All collections should be maintained in a locked fire-proof safe until the deposit is made.

C. All district departments, except food service, should have cash collections processed and deposited by the Office of Business and Finance. The food service department (an organizational component of the Office of Business and Finance) will maintain the food service cash collection records.

AUTHORIZATION TO ESTABLISH A PETTY CASH OR CHANGE FUND

A Petty Cash Fund provides the district flexibility to complete minor business cash transactions as part of their daily operations. A Change Fund is a cash advance that is issued to provide change for cashier functions. To request a Petty Cash or Change Fund a department should provide the Office of Business and Finance a written request and obtain written approval from the Assistant Superintendent for Business and Finance. Existing petty cash or change funds are grandfathered in but a list of the funds, amount, and custodian must be submitted to the Office of Business and Finance. Managers in the applicable district departments should conduct surprise cash counts to ensure appropriate handing.

Petty cash funds maintained for internal accounts must be approved in writing from the school's principal. The principal should maintain a current and accurate list of such funds and perform surprise cash counts at least once a year to ensure proper controls are being followed. The list of any petty cash accounts should be provided to the external auditor during the audit process.

SALES AND UNRELATED BUSINESS INCOME TAXES

School principals and applicable district department heads or related entities should be aware that the sale of certain goods or services may be subject to State sales tax and/or Federal Unrelated Business Income Taxes (UBIT). Concerns or questions regarding tax issues should be addressed to the Assistant Superintendent for Business and Finance.

BANK ACCOUNTS

All funds received are required to be deposited in the appropriate District or school internal fund bank accounts. Bank accounts for the district should be in the name of the School Board of Gadsden County for entities using the schools district's tax id number. District departments and/or employees should **never** open an account with a bank or credit union to made deposits and write checks on behalf of the Gadsden County School Board without the expressed written authorization from the School Board and the Superintendent of School as well as obtaining prior written permission from the Office of Business and Finance.



**Gadsden County School Board
Petty Cash/Change Fund/Collection Site
Custodian Authorization Request**

NEW CHANGE ANNUAL REAUTHORIZATION
 (required by July 1 each year)

Custodial Information:

Custodial Name (Employee)	Custodial Title	Custodial Employee Id
Custodial Department	Division	Phone

Petty Cash/Change Fund Activity

All requests to establish new Petty Cash/Change Fund/Collection Site requires approval from the Assistant Superintendent for Business and Finance

Establish Fund: Petty Cash Change Fund

Original Amount

Increase/Decrease Fund: Petty Cash Change Fund

Amount

Increase Decrease

Amount

Termination of Fund Petty Cash Change Fund

Ending Amount

NOTES:

Statement of Custodian's Responsibilities:

I certify that I have been authorized & trained in cash handling and will administer all cash handling activities reasonably and in accordance with all Cash Fund policies.

Custodian (please print)	Custodian Signature	Date
---------------------------------	----------------------------	-------------

Statement of Appropriate Administrator Responsibilities:

I certify that this cash/change fund is reasonable & necessary for the Department/School operations and will be administered in accordance with all Gadsden County School Board policies & mission.

Appropriate Administrator Name (please print)	Appropriate Administrator Signature	Date
--	--	-------------

Finance Use Only.

Tech Initials

If needed, attach supporting documentation to this document .

Gadsden County School Board

Note: All of the bank accounts are titled to School Board of Gadsden County then there is a designation for the account location/purpose

CAPITAL CITY BANK		
Account Number	Name on Account	Reconciling Responsible Party
	General Fund 1112	Diana Engling, Cash Manager
	Payroll Fund 1114	Diana Engling, Cash Manager
	Accounts Payable Fund 1115	Diana Engling, Cash Manager
	Carter Parramore Academy	Francis Harrell, Office Manager
	Carter Parramore Academy Cafeteria	Brenda Fitzgerald, F.S. Manager
	Chattahoochee Elementary	Gail Rittman-Jackson, Office Manager
	Chattahoochee Elementary Cafeteria	Regina Butler, F.S. Manager
	East Gadsden High	Irene Elias, Office Manager
	East Gadsden High Cafeteria	Adrienne Holt, F.S. Manager
	Gadsden Elementary Magnet	Regina Herring, Office Manager
	Gadsden Elementary Magnet Cafeteria --GEMS	Michelle Smith, F.S. Manager
	Gadsden Technical Institute	Gwen Bradwell, Office Manager
	George W. Munroe Elementary	Tenesia Clark, Office Manager
	George W. Munroe Elementary Cafeteria	Renisha Jackson, F.S. Manager
	Greensboro Elementary	Brenda Hall, Office Manager
	Greensboro Elementary Cafeteria	Linda Fleming, F.S. Manager
	Gretna Elementary	Cametra Bryant, Office Manager
	Gretna Elementary Cafeteria	Chrishonda Sailor, F.S. Manager
	Havana Elementary	Velma Barkley, Office Manager
	Havana Elementary Cafeteria	Joann Youmas, F.S. Manager
	Havana Middle School	Blondell Enzor, Office Manager
	Havana Middle School Cafeteria	Toby Deshaizer, F.S. Manager
	James A. Shanks Middle	Donzella Thomas, Office Manager
	James A. Shanks Middle Cafeteria	Linda Sailor, F.S. Manager
	St. John Elementary	Carla Spates, Office Manager
	St. John Elementary Cafeteria	Deborah Alday, F.S. Manager
	Stewart Street Elementary	Shalinda McGriff-Hudson, Office Manager

Now Available - Our Loan Payment Portal makes online loan payments quick and easy. Visit ccbg.com/loanpayment to make a one-time payment or create a profile to make recurring payments. No more coupon books or checks needed! Questions? 888.671.0400.

SCHOOL BOARD OF GADSDEN COUNTY
 D/B/A HAVANA ELEMENTARY SCHOOL
 ATT: VELMA BARKLEY
 705 US 27 SOUTH
 HAVANA FL 32333

Date 8/29/14 Page 1
 Primary Account @XXXXXXXXXX@3811

CHECKING ACCOUNT

ABSOLUTELY FREE BUSINESS CKING		Images	5
Account Number	@XXXXXXXXXX@3811	Statement Dates	8/01/14 thru 9/01/14
Previous Balance	14,003.06	Days in this Statement Period	32
1 Deposits/Credits	702.14	Avg Ledger Balance	13,594.80
4 Checks/Debits	921.71	Avg Collected Balance	13,593.48
Service Charges	.00		
Interest Paid	.00		
Ending Balance	13,783.49		

 DEPOSITS AND OTHER CREDITS

Date	Description	Amount
8/25	Deposit	702.14

 CHECKS IN NUMBER ORDER

Date	Check No	Amount	Date	Check No	Amount
8/04	6614	398.02	8/21	6616	249.95
8/15	6615	194.95	8/25	6617	78.79

* Denotes missing check numbers

CASH COLLECTION POINTS

Name on Account	Responsible Party
GCSB Personnel Department	Sharon Gilcrease
GCSB Parent Services	Dorothy Wood
GCSB PR Benefits	Amy Howell
GCSB Education Services	Cheryl Ellison
Carter Parramore Academy	Francis Harrell, Office Manager
Carter Parramore Academy Cafeteria	Brenda Fitzgerald, F.S. Manager
Chattahoochee Elementary	Gail Rittman-Jackson, Office Manager
Chattahoochee Elementary Cafeteria	Regina Butler, F.S. Manager
East Gadsden High	Irene Elias, Office Manager
East Gadsden High Cafeteria	Adrienne Holt, F.S. Manager
Gadsden Elementary Magnet	Regina Herring, Office Manager
Gadsden Elementary Magnet Cafeteria --GEMS	Michelle Smith, F.S. Manager
Gadsden Technical Institute	Gwen Bradwell, Office Manager
George W. Munroe Elementary	Tenesia Clark, Office Manager
George W. Munroe Elementary Cafeteria	Renisha Jackson, F.S. Manager
Greensboro Elementary	Brenda Hall, Office Manager
Greensboro Elementary Cafeteria	Linda Fleming, F.S. Manager
Gretna Elementary	Cametra Bryant, Office Manager
Gretna Elementary Cafeteria	Chrishonda Sailor, F.S. Manager
Havana Elementary	Velma Barkley, Office Manager
Havana Elementary Cafeteria	Joann Youmas, F.S. Manager
Havana Middle School	Blondell Enzor, Office Manager
Havana Middle School Cafeteria	Toby Deshaizer, F.S. Manager
James A. Shanks Middle	Donzella Thomas, Office Manager
James A. Shanks Middle Cafeteria	Linda Sailor, F.S. Manager
St. John Elementary	Carla Spates, Office Manager
St. John Elementary Cafeteria	Deborah Alday, F.S. Manager
Stewart Street Elementary	Shalinda McGriff-Hudson, Office Manager
Stewart Street Cafeteria	Lisa Chavers, F.S. Manager
West Gadsden High School	Frankie Malone, Office Manager
West Gadsden High School Cafeteria	Debra Brown, F.S. Manager

**PETTY CASH/CHANGE FUNDS
2014 – 2015 SCHOOL YEAR
GENERAL LEDGER**

<u>SCHOOL</u>	<u>AMOUNT</u>	
CARTER PARRAMORE ACADEMY	75.00	FC0441
CHATTAHOOCHEE ELEMENTARY	50.00	FC7810
EAST GADSDEN HIGH	200.00	FE0045
GEORGE W. MUNROE ELEMENTARY	100.00	FM1598
GREENSBORO ELEMENTARY	50.00	FG0881
WEST GADSDEN HIGH	50.00	FW0102
GRETNA ELEMENTARY	50.00	FG1041
HAVANA ELEMENTARY	50.00	FH0451
HAVANA MIDDLE	50.00	FH0539
JAMES A. SHANKS MIDDLE	150.00	FS0761
GADSDEN ELEMENTARY MAGNET	50.00	FG0187
ST. JOHN ELEMENTARY	50.00	FS1921
STEWART STREET ELEMENTARY	75.00	FS1841
 TOTAL	 1,000.00	

CASHIER'S

Schools

East Gadsden High
James A. Shanks Middle
George W. Munroe
Carter Parramore Academy
Stewart Street Elementary
Chattahoochee Elementary
Greensboro Elementary
West Gadsden High
Gretna Elementary
Havana Elementary
St. Johns Elementary
Havana Middle
Gadsden Elementary Magnet

Names

KeyShonda Francis, Emma Smith
Felix Hurchins, Helen Golden
Earnestine Coster, Talencia Wood
Laterica Jackson, Martha Williams
Martha Jones, April Carroll
Patricia Brinkley, Alferd Eggleton
Mary Spears, Earnestine Reglin
Melissa Jordan, Bryan Hamilton
Annell Freison, Patricia Baker
Carolyn Roberts, Carolyn Bowen
Pamela Williams, Betty Starling
Morhonda Jones, Dianna Garrett
Justa Campbell, Lazelle Davis

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: January 27, 2015

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

PURPOSE AND SUMMARY OF ITEM:

<u>Vendor</u>	<u>PO#</u>	<u>Fund</u>	<u>Amount</u>
Communities In Schools-Gadsden	187370	420	\$ 10,000.00
Creative Init. For Stu & Fam	187371	420	\$ 10,000.00

FUND SOURCE: Federal

AMOUNT: \$20,000.00

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs



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

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: January 27, 2015

TITLE OF AGENDA ITEM: Renewal of Backup/Disaster Recovery Services

DIVISION: 110

_____ This is a Renewal of an expiring (ed) Service Level Agreement and Lease Financing with IBM Global Financing and Mainline Disaster Recovery Services.

PURPOSE AND SUMMARY OF ITEM:

In December 2011 the District contracted with Mainline Disaster Recovery Service and IBM Global Financing to provide support and Disaster Recovery services for the School District. The services provided were and are critical to the performance of the School District in completing its mission. The previous cost of the services were \$96,225.33 per year based on a three year agreement. The renewal cost is \$56,612.02 per year for a three year agreement. (see attached documentation)

FUND SOURCE: 110

AMOUNT: \$163,835.00 (PAID IN INCREMENTS OF \$56,612.02 YEARLY)

PREPARED BY: J. THOMAS

POSITION: Network Coordinator

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 _____

Lease/Financing Proposal for Gadsden County School District

Lori Phillips
 Financial Channels Rep
 704-728-5960
 loridavi@us.ibm.com

IBM Global Financing

12/15/2014

Assumptions

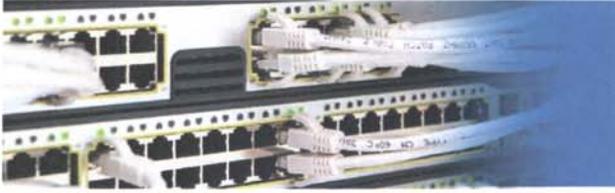
Advance (1) or Arrears (0)	1
Total Deferral Months:	0
Term in months (after deferral):	36
Total Payments Annually:	1
Installation Date	12/31/2014
Rate Expiration Date	12/31/2014

Summary

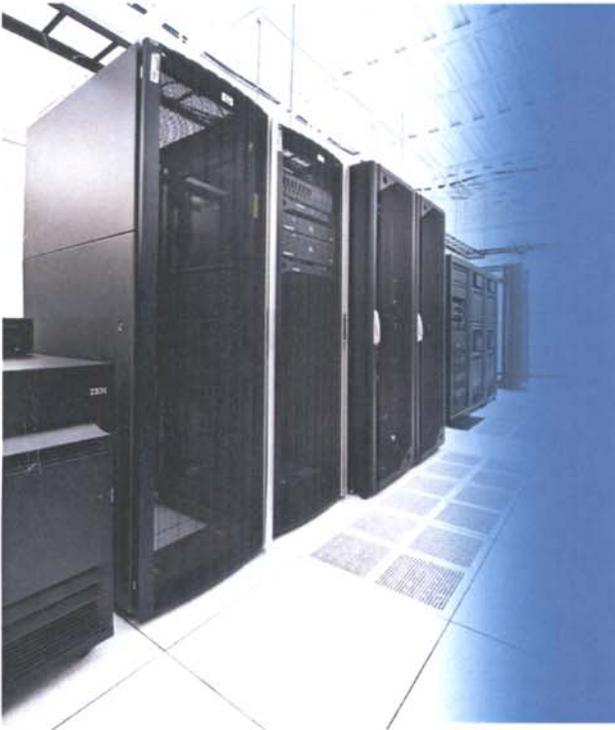
Proposal Number C Q03322027-01
 Customer Number 2868315
 Credit Request Number PLANNING

Payments are Annual in Advance using a LPMA contract.
 No prepayment penalty or settlement costs
 First payment due 2/1/2015

Description	Qty	Purchase Price	Total Amount Financed	Opt Type	Interest Rate	Annual Periodic Payment
9994 MI9 Baseline Services	1	\$163,835.00	\$163,835.00	T'	3.41%	\$56,612.02
TOTAL			\$163,835.00			\$56,612.02



BASELINE
DATA SERVICES, LLC.



Online Data Protection & Disaster Recovery Solution

PREPARED FOR:
Gadsden County School District

PREPARED BY:
Jeremy Howard & David Loy

December 10, 2014



BASELINE
DATA SERVICES, LLC.

Baseline Overview

Company Focus

Baseline Data Services provides disaster recovery solutions, online data storage and critical server protection to financial institutions and commercial businesses throughout the country. With decades of IT experience, the company supports all major platforms. Recovery solutions are tailored to each client's requirements and tested annually. Applications critical to daily operations, such as email exchange servers, domain controllers and core processing software are included in the backup configuration and fully protected at Baseline's certified data center. Baseline and its customers have been jointly planning, testing and maintaining disaster recovery programs for over twenty years. With proven results, the company's recovery rate stands at 100 percent.

Regulatory Compliance

Baseline's facilities and procedures stand up to the rigors of Federal Financial Institutions Examination Council (FFIEC), Board of Governors of the Federal Reserve System (FRB), Federal Deposit Insurance Corporation (FDIC), Office of the Comptroller of the Currency (OCC), and Health Insurance Portability and Accountability Act of 1996 (HIPAA). Additionally, Baseline undergoes an annual infrastructure security assessment and SOC 2 Type II examination (formerly SAS 70) by independent auditors. To safeguard sensitive client data, the company's information security program strictly adheres to the Gramm-Leach-Bliley Act (GLBA).

Baseline Data Center & Hot-Site

Headquartered in Plainfield, Indiana, Baseline's West data center is built with 1 million watts of power, Liebert data center battery backup and CRAC, generators, and FM-200™ Fire Suppression. The company's dual fiber 1Gbps network services provide robust connectivity to customers and partners. Baseline also has a 36-seat crisis center available for 24/7 workspace recovery in emergencies, complete with advanced video services, kitchen and shower facilities.



Baseline's East, North, and South facilities offer additional redundancy and services.

Online Data Protection

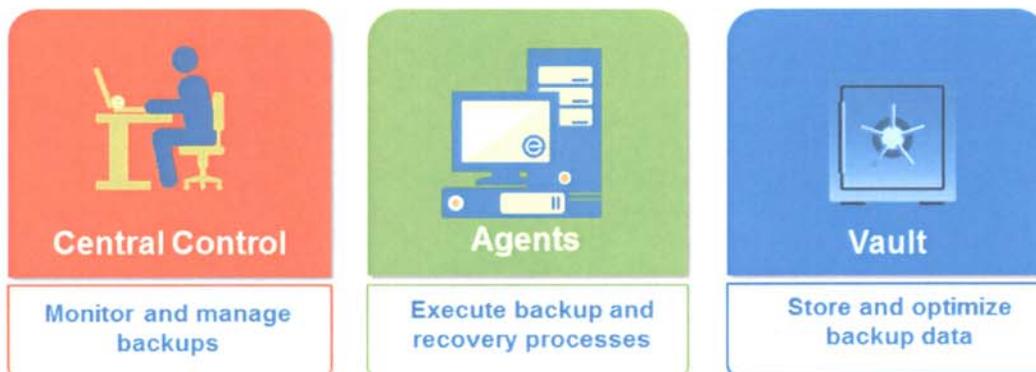
For the most secure data protection, we utilize EVault, a complete online data backup and recovery system. EVault is an enterprise-grade solution that is secure, reliable, and efficient. When you purchase this solution with Baseline, you get an all-in-one backup and recovery appliance, a data protection expert with you every step of the way, and the confidence of knowing your data is secure:

- EVault all-in-one appliances include pre-built hardware, software, and storage.
- A Baseline project manager and engineer guides your installation and training session, covering agent setup, backup planning, backup job configuration, and backup monitoring.
- The software agent automatically runs backups according to the configured schedules. You monitor backup status through EVault Central Control.
- Baseline Support is available 24x7x365 for emergencies.

How It Works

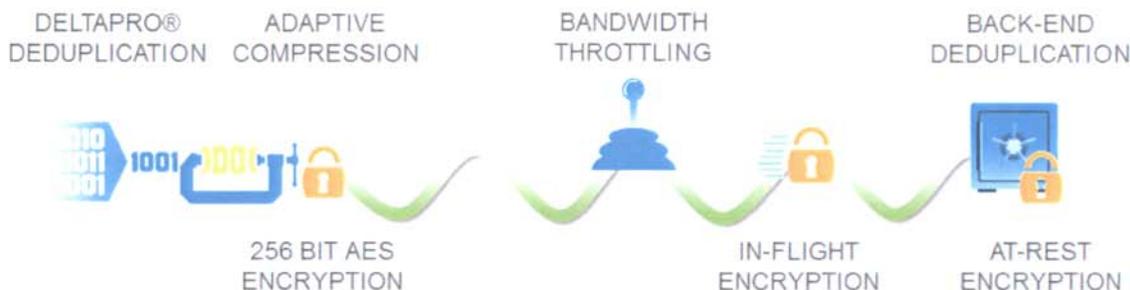
The EVault technology platform is a pure disk-to-disk architecture. EVault has three key modules that make it easy to deploy and manage.

- **Central Control:** Enables you to centrally manage all backups. Create and schedule backups, manage retention schedules, initiate restores, and more.
- **Agents:** Installed on every protected system, EVault agents execute backup and recovery processes per the schedule configured in the Central Control. Back up one or more files or folders, or the full system.
- **Vault:** Stores, monitors and manages the backed-up data. Authenticates the agent and accepts data from it. Automatically ages data according to your retention strategy. Performs back-end deduplication to further reduce the storage footprint.



Delta Backups and Other WAN Optimization Technologies

After you perform your first full backup, EVault will find and transmit only data blocks that are new or changed since the last backup. To go even further, EVault also employs adaptive compression and bandwidth throttling. The result: minimal bandwidth usage, small backup windows, reduced storage footprint (50:1 storage savings over traditional file-based backup), and simple single-pass restores.



- **Quick File Scan**—Patented process identifies new or changed blocks by rapidly scanning files on every protected system or server.
- **Adaptive Compression**—Reduces size of transmitted data blocks by 50–90 percent. EVault selects the best compression algorithm based on available CPU and network bandwidth.
- **Dynamic Bandwidth Throttling**—Customers control the amount of network bandwidth available for backup jobs; especially useful for frequent backups of critical data, or in limited-bandwidth environments.
- **Enhanced CPU Utilization**—Automatically splits backup jobs across multiple CPUs, freeing source-system processing power for other tasks.
- **Self-Healing**—Automatically recreates the delta index file if it is corrupted or missing. This way, delta block-level processing continues to function and identify only new or changed blocks.

End-to-End Encryption

EVault encryption protects backup data inside the firewall, as it travels over the wire, and when it's in storage. There are no “back door” decryption keys; only the key holder can enter the correct code.

- **Front-End Encryption**—Data is encrypted using the National Institute of Standards and Technology (NIST) 256-bit Advanced Encryption Standard (AES) prior to leaving the backup server.
- **Over the Wire Encryption**—The backup and restore activity is encrypted. This “over the wire” encryption ensures backup data transmitted between the client and the electronic vault is secure, even over the Internet.
- **At-Rest Encryption**—Data remains encrypted on both dedicated vaults.



Single-Pass Restores

EVault's ability to build virtual "synthetic full" backups dynamically ensures data is always available for instant recovery with a simple point-and-click, one-step restore process. EVault continually checks the integrity of backup data sets. End users can even restore their own data using the EVault Central Control. In the event you need assistance restoring your systems, the Baseline team is standing by.

Implementation, Training, and Support

Baseline Implementation Services ensure you effectively deploy your solution. Our engineers train you on EVault and implement a solution to meet your business needs. The streamlined implementation process gets you up and running quickly and easily so you can begin reaping the benefits of Online Data Protection.

The training and installation can be broken into three phases:

1. Setup & Network Authorization

- Deploy vault appliances
- Subscribe to the Baseline Online Data Protection Network
- Install the latest agent software to the Servers
- Perform Agent management through EVault CentralControl

2. Backup Job Configuration

- Data protection planning and job creation
- Job scheduling
- Retention management
- Encryption configuration
- Recovery training

3. Backup Monitoring

- Configuration of proactive notifications
- Monitoring backup job status
- Troubleshooting guidelines
- Baseline provides technical support, including 24 x 7 disaster recovery assistance

Managed Disaster Recovery

Baseline Data Services is dedicated entirely to disaster recovery and data storage. It is our only priority. Combine that dedication with the technical experience of our team, and you have a recovery solution that is second to none – without surprises or hidden fees. We offer a complete solution for your IT recovery needs. Working with us, you can be confident that your business will continue to function in the face of a disaster or operational disruption.

As you read on, the following benefits of Baseline are normal operating procedure for all customers, not an add-on or additional cost.

How Baseline Differs from Other DR Providers

1. Experienced Experts Extend Your Team

- We have been completely focused on disaster recovery for over twenty years, and can claim a perfect track record with more than 100 declared events and hundreds of tests per year resulting in 100% recovery success.
- Our team of engineering professionals, trained on a wide variety of operating systems and platforms, offer experienced hands-on assistance to every customer. We are an extension of your IT staff when you need it the most, delivering mainframe, mid-range, open systems, networking, storage, virtualization, project management, system management and integration expertise all within the context of high availability and tight, audited security.
- Baseline partners with industry-leading companies like Mainline Information Systems, UNISYS, Burroughs Payment Systems, FIS, Service Express, and Sinewave Technologies to provide unmatched application, system, and hardware support during critical times.

2. Managed Recovery

- Baseline's team of experts recovers systems by restoring data on your behalf, building the supporting network, and securely connecting people from the Baseline hot-site or remote sites to the critical systems.
- Baseline architects and project managers guide you through the design, planning, implementation, testing, and maintenance phases of business continuity. You aren't left to figure it out on your own.
- Pre-test, recovery, and post-test procedures are thoroughly documented and maintained. In the event of a disaster in which your IT staff is unavailable, Baseline immediately begins recovery based on customer-specific records and years of recovery experience. On-going communication ensures we are ready to act if a disaster strikes.
- Your problems are our problems. We take ownership of the challenges of IT and leverage all of our resources to get you out of difficult situations and back to business as usual.

3. Customized Solutions

- Total flexibility - the solution is customized to fit your requirements. We do not follow a “one service fits all” approach. Technical, risk, and business requirements govern a solution that includes people, facilities, systems, data and a secure network to bring recovered systems to end-users. These elements are all brought together in a cohesive design that fits your budget. Shared servers, hosting, online data protection, colocation, replication -- we mix and match services to create the best value/RTO solution that your organization needs.
- We back up more than the core software system. Any systems, applications, or networks considered important and critical to your operation, including in-house applications and third-party connections are added to the backup configuration. This includes mainframe, mid-range, and physical/virtual open systems and infrastructure.
- You gain access to online data storage and private cloud services.

4. Enterprise-Class Availability

- Our world class, enterprise level data center and hot-site facility offers high availability systems, meaning your applications will be online when you need them most.
- Your recovered systems are built on a robust foundation of system redundancy. Electrical power, local and world-wide network connectivity, system hardware, and environmental protection features are built into every solution.
- The data center is expanded on a regular basis with the most current technology.
- A fully-equipped crisis center including showers, lockers, kitchen, advanced video conferencing and presentation rooms, and private offices is available to your team as an alternative workspace during a disaster.

5. Simplified Vendor Management

- When you call Baseline, you will talk with someone you know and trust. Baseline’s staff is accessible and knowledgeable in not only industry best-practices, but your specific IT environment. Information is well documented and confidential.
- All of our processes are audited and compliant. Compliance includes SOC2 Type 2 (SAS70 Type 2), HIPAA, and many federal and financial-related organizations including the Federal Financial Institutions Examination Council.
- We are easy to work with, and our contract terms are customer-friendly, addressing key vendor management checkpoints of security, compliance, disclosure, and insurance.
- There are no disaster declaration fees. If your organization is at risk, call us.



Physical and Virtual Server Recovery

The virtualization infrastructure at Baseline Data Services is first class. The system is built on EMC storage and VMware virtualization. Our servers are both HP and CISCO/UCS blade servers. Baseline engineers manage hundreds of Terabytes of storage. Virtual machines are guaranteed optimal performance through CPU, memory, and storage level Quality of Service (QoS) parameters, High Availability (HA), and VMware VMotion. Baseline has extensive Internet capacity as part of Indiana Fiber Network, TW Telecom (Level3), Smithville Digital, AT&T, and Windstream's fiber backbone, eliminating bandwidth restrictions. As expected, virtual servers are on their own network, accessible only to the customer by secure VPN or private circuit.

Network Communications

In the event of a disaster, remote connectivity to your recovery system is critical. With redundant fiber feeds to Baseline's data center and direct connectivity to Henry Street in Indianapolis, a significant connectivity hub in the Midwest, network availability is guaranteed. Baseline's West Data Center has multiple carriers into the facility, including Indiana Fiber Network, TW Telecom, AT&T, Smithville and Windstream. Our infrastructure has a pair of enterprise-class Cisco routers configured in High Availability mode, with either one capable of managing the entire core on its own. These are backed by a multi-layer stack of Cisco enterprise switches, so that every piece of customer gear has complete, independent network paths. Disconnect any cable or power down any piece of network gear within our core, and all systems will continue to run without a loss of performance. Baseline is skilled in securely and quickly connecting the active segments of your network to the equipment at our data center. Key software vendors may also need access for technical assistance during the disruption. This may mean building IPSEC/SSL VPN tunnels or simply transferring files by FTPS or remote support software. Private circuits (Ethernet, MPLS, T-1, ISDN) are also commonly used. Regardless of the method, our staff is able to build a solution to ensure your organization is operational.

Recovery Testing

For traditional disaster recovery, testing a recovery plan is essential. Therefore, we make recovery testing simple and efficient at Baseline. Testing can be performed at our hot-site in Indianapolis or remotely at a location of your choice. Baseline's engineers have years of experience working through the challenges of real world disasters and planning testing on multiple platforms. This gives us the expertise to load hot-site servers with your applications and data prior to the test. This process validates your backup strategy and ensures maximum compatibility. Last year, over 150 recovery processes were executed; all successful.

Financial Summary

Managed Disaster Recovery: Critical Servers

# of units	Equipment/Model #	Technical Specification	Monthly Cost
1	Managed Recovery of IBM i	IBM Power Server running IBM i, 12 GB Memory, 5,900 CPW, 1.5 TB Disk, 1 LPAR	\$350 / mo.
20	Managed Recovery of Critical Servers	20 Virtual Machines, 32 vCPU Cores, 128 GB vRAM	\$1,650 / mo.
1	EMC VNX	EMC VNX Disk space totaling 6TB of useable space, for testing and disaster use, 10K SAS disk with 8Gb Fiber Connectivity, SSD FAST Cache	Included

EVault Plug-n-Protect

# of units	Equipment/Model #	Technical Specification	Purchase Cost
1	Plug-n-Protect	EVault PnP 12TB Expandable Appliance	\$37,700*
2	Plug-n-Protect	EVault PnP 4TB Expandable Appliance	\$27,000*
Unlimited	Software	Application Bundles, Agents, & Plug-ins	Included
Unlimited	Software	EVault System Restore – bare metal recovery	Included
1	Service & Maintenance	3-Year S&M on all PnP Hardware and Software	\$13,900
1	Installation	EVault Installation, Configuration, and Training with Baseline Engineers	\$1,895*
1	EVault PnP Colocation	Colocation of secondary 4TB PnP in Baseline's Data Center for 36mo, Internet Bandwidth for Replication	\$5,940
EVault Plug-n-Protect Total			\$86,435

Internet and Secure Connectivity

# of units	Equipment/Model #	Technical Specification	Monthly Cost
1	High-Speed Internet Line	Redundant Fiber Internet Connections ➤ Multiple Carriers	Included
1	Baseline VPN Connectivity	IPSEC VPN Secure Tunnel and 10-User SSL VPN for Disaster Recovery Access	\$150 / mo.

Total Cost Summary

Term of Agreement	36 Months
Managed Disaster Recovery Solution Total	\$77,400
EVault Plug-n-Protect Upfront Purchase Total	\$86,435

Notes:

- *Indicates one-time EVault purchase cost, not monthly fee.
- Sizing is based upon server specs provided by Stephen Gauss on 11/21/2014.
- EVault Plug-n-Protect appliances include 4TB of licensed storage. Appliances may be expanded in 1 TB increments up to 7TB total storage with additional licensing. Vault replication included.
- The single 12TB EVault Plug-n-Protect appliance is also expandable in 1 TB increments up to 24TB total storage with additional licensing.
- Includes Support & Maintenance on EVault hardware and software for three (3) years, which can be extended annually at the end of the term as needed.
- Agreement will allow for one complete/managed test per year.
- Baseline Data Services does not charge a disaster declaration fee.
- Customary travel expenses will be billed separately if on-site installation is required.
- Baseline engineers become an extension of Customer's IT staff in Testing and DR scenarios.
 - Baseline shall manage its secure SSL VPN portal and permit access as directed by Customer
 - Baseline shall initialize and rebuild physical and virtual systems using EVault as directed
 - Baseline shall manage all technical infrastructure and security components required to support recovered systems at the Baseline hot-site
 - Baseline shall coordinate pre- and post-test planning sessions
 - Baseline shall provide pre- and post-test documentation including an annual test letter
 - Baseline shall manage the disaster recovery facility during declared disasters
- SOC2 / SAS70 Type II audit reports and annual financial statements will be available upon request.

R. Smith

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: January 27, 2015

TITLE OF AGENDA ITEM: A Better Body. US – REAL (Relationship Education and Leadership) Essentials Teaching the Skills and Strategies of Developing Healthy Relationships and Healthy Lives

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested for Real Essentials program to be taught at East Gadsden High School. Funding has been obtained so no money is required by the School Board for these services.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: *RWS* Rosalyn W. Smith

POSITION: Deputy Superintendent

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: _____

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*Building Stronger
Minds and Bodies
for Healthier and
Safer Communities
Through Love,
Quality Education
and
Positive Programs*

Gadsden County School Board
35 Martin Luther King Junior Boulevard,
Quincy, FL 32351
(850) 627-9651
Re: Real Essentials Program
at East Gadsden High School

January 14, 2015

To Whom It May Concern:

I came to your December school board meeting to introduce myself and the program I would like to teach the students at East Gadsden High School. The program is called Real Essentials and I have obtained funding so that no money is required by School Board for these services. There is a tight deadline for it to start and end in order to meet the grant guidelines.

Two actions were requested from you; I meet with the Principal and Assistant Principal to see if this was something that could be acceptable for the students. Also the issue of how would the children get home if this was an after school activity.

I met with Dr. Roberts and Carolyn Francis at East Gadsden and both were very excited about the program as I explained what lessons I would cover. They are willing to provide me a room during school hours at PE time as well as help in the selection of 50 students that would most benefit from the program. Classes would be held once a week for 12 weeks.

They have also been given an explanation of the program, assured that each class will have notes copied to them for future reference and a roster will be taken at each class for sign in. In addition parent permission forms and flyers have also been printed for them.

I truly hope I have your support in this program as I sincerely feel it will greatly benefit them. For eight years I have been teaching in Gadsden County and have witnessed improvement in their grades, their behavior, physical and social development.

My bio is attached if you need my experience in teaching and references are available at www.anneradke.com and www.abetterbody.us .

Thank you for your consideration and support.

Anne Radke
Life Coach
Executive Director of A Better Body



**Master Instructor in Karate
Health, Fitness & Safety**



Life Skills Training



Personal Safety Instructor



**After School Karate
Instructor**

Anne Radke

www.anneradke.com

Master Anne Radke is one the few women who has built her own school, **Alpha UPKUDO Karate & Fitness** in 1999 which now has expanded to oversee three other UPKUDO schools. Master Anne named her school "*Alpha*" as a testimony that she puts God first in every aspect of her life. She has trained 1,000s of students.

In 2008 she founded the 501C3 non profit **A Better Body.US** organization to educate persons needing health and safety training. Her students have won over **3,375 victories** in competition. Her karate team demonstrates at community events. Group Coordinator for the Human Foosball Games, Executive Director of *A Better Body* and **6th Degree Black Belt Master in UPKUDO**. In 2004 she was appointed **President of the UPKUDO International Karate Federation**. Master Anne is a **Certified as a Master Fitness Trainer, Life Coach, Relationship Life Management Instructor, Senior Fitness Specialist, Youth Fitness Instructor, Sports Nutritionist, Aqua Zumba Instructor, Group Fitness Instructor and inducted into 7 World Hall of Fames for her instruction.** Completed courses in *Personality Development* and trained with the Department of Children and Families for *Attachment Difficulties, Childhood Trauma and Reactive Attachment Disorder*. She is a member of *Trauma Informed Care* and *United Way Big Bend Partner*. Teaching experience spans over 22 years and she has received many letters of commendation from the Superintendent of Gadsden Schools, the Governor, House of Representative Alan Williams, Department of Health, Gadsden Health Council and many others for her work in the community.

Honors in Martial Arts include:

- ! 2006 Instructor of the Year in the Florida Cosmopolitan Hall of Fame
- ! 2004 Universal Martial Arts Hall of Fame Martial Arts Woman of the Year.
- ! 2002 Action Martial Arts Magazine Hall of Fame for "Excellence in Martial Arts"
- ! 2001 Action Martial Arts Magazine 2001 Hall of Fame Spirit Award for "Dedication to Martial Arts"
- ! 2001 World Christian Martial Arts Hall of Fame for "Life Achievement Award"
- ! 2000 American Federation of Martial Arts Hall of Fame as "Woman of The Year"
- ! 2000 International Kung Fu Hall of Fame for "Instructor of the Year"
- ! Inducted into the Martial Arts Grand Master's International Council

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The Center for Relationship Education

Educate • Equip • Empower

What is the REAL (Relationship Education and Leadership) Essentials Teaching the skills and strategies of developing healthy relationships and healthy lives?

REAL Essentials is: Life, Love and Leadership Training

The Need for Life, Love and Leadership Skills

The non-marital child bearing rate in this country is now 41 percent and rising. The vast majority of those dealing with the oppressive effects of poverty are single parent households. It is harder and harder to raise children now as the media and cultural influences are more and more pervasive. Single parents do a heroic job but need assistance and support. According to the data, of the children born to married couples, half of those marriages will end in divorce leaving many children bewildered and hurt. Of the couples who do stay together, many are models of unhealthy relationships filled with unresolved conflict, tension and emotional isolation. Something is NOT working! Our children are growing up in the midst of fractured families and dysfunctional relationships. This is affecting far more than their performance at school. Today's students are questioning their own abilities to experience a fulfilling lifelong committed marriage. They are even wondering about the value of marriage altogether. They have seen enough drama and dysfunction. What they need is an opportunity to discover, dream about and learn how to have a healthy lifelong lasting committed satisfying relationship. Young people with the fun interactive activities throughout the curriculum,

The REAL Essentials program educates, equips, empowers and encourages students to learn about themselves and others, about the basics of friendship, love, communication, creative problem solving, decision making, negotiation, conflict resolution, relationship development skills, media literacy, navigating peer pressure job skills and future orientation planning for life and love success.

Research indicates that family structure matters to child health and health and well-being. Healthy married bio mom or dad or adoptive couples seem to have children who are healthier and have access to health care. See links: www.cdc.gov/nchs/data/series/sr_10/sr10_246.pdf

See US Department of Health and Human Services Administration for Children and Families.
<http://www.acf.hhs.gov/healthymarriage/benefits/index.html>

The goal of REAL Essentials is certainly to prevent the twin epidemics of teen pregnancy and

sexually transmitted diseases. It is also to reduce non-marital child bearing and poverty, as well as to increase the well-being of children and adults alike. It is about success sequencing, "First comes love; then comes marriage, then comes baby in the baby carriage." It is about deciding rather than sliding into a relationship. It is about being intentional, keeping your options open and learning the strategies for life and love success. It is about putting your oxygen mask on first before helping others. It is about learning the skills necessary to get smart with your heart. It is about reducing the drama so kids can learn. It is about getting adolescents to adulthood with the least amount of emotional baggage and hurt as possible.

REAL Essentials is not about just imparting information. According to Dr. Reed Tuckson, M.D., chief medical officer for United Health Group, who spoke at a plenary session at the American School Health Association Conference, information alone does not change behavior. What does change behavior is being motivated, inspired, captivated, encouraged, mentored and having an emotional connection and skill set for that which one desires to change. He said, "We as health educators must increase the concept of the possibility of a meaningful future by addressing issues of the heart." The best-selling book *Drive* by Daniel Pink outlines what motivates humans. Most believe the rewards and punishment theory is accurate for low level cognitive tasks. When the tasks require more cognitive executive functioning, however, rewards and punishment are not effective motivators.

According to the research, there are three motivating factors:

1) Autonomy (empowerment)

2) Mastery (skill-building)

3) Purpose (why are we doing this, "A Belief in a Meaningful and Promising Future" as stated by Dr. Tuckson) REAL Essentials uses these constructs to form and instruct this curriculum and is strategically crafted to inspire young people to live a life of character, self-regulation, patience and perseverance that will reap limitless benefits not only in relationship/family formation and maintenance, but in job performance, self-sufficiency and a meaningful and promising future.

The Uniqueness of REAL Essentials

This curriculum leads young people away from high risk behaviors by teaching **toward** something they desire and something they can say yes to. It is overwhelmingly positive with many opportunities to start over no matter what behaviors student has already been involved in.

The Strategy of REAL Essentials

REAL Essentials teaches to the concrete nature of adolescent brain development rather than the abstract thinking of adults. It takes into account the many different learning styles of students and integrates elements of interactivity and fun to make the lessons memorable. Psychologist Erik Erikson identified a series of developmental pathways that a child must progress through on his or her way to maturity. Erikson defines the teenager stage as "The Genital Stage," where direct sexual energies are reawakened. It is at this stage of development when boys and girls recognize developmental differences and gender identity issues.

In his research, Erikson encourages parents and trusted adults to do a number of things, including:

- Respect modesty
- Allow for privacy
- Be honest, be transparent, be real

- Be approachable
- Use humor
- Quote studies
- Use symbols and reminders about waiting for something better such as, rings, necklaces, T shirts, posters, art, music, books, stories, literature, mentoring, movies
- Establish high expectations and codes of conduct for the entire family and class
- Help teens start over and learn from mistakes
- Encourage like-minded friendships
- Help teens see value in relationship building
- Value them as young adults. “You are so responsible!”
- Help them set short- and long-term goals
- Talk about their incredible future

(Erikson, E.H. (1974) *Dimensions of a New Identity*, N.Y.: Norton.)

As you will quickly notice by browsing through a few exercises, REAL Essentials has implemented many of these guiding concepts into its approach to help teachers be as effective as possible in leading their students through this stage toward maturation. A tremendous amount of effort is dedicated to equipping teachers to maximize their effectiveness. The Center for Relationship Education recommends that educators first secure training, professional development and certification. Thousands of teachers across the country have already received such training.

The Constructs and Framework of REAL Essentials

There are nine underlying themes that form the foundation of the REAL Essentials curriculum.

These are concepts the curriculum strives to explain and instill in each student:

1. The Value of Character / Leadership to Success
2. The Value of Healthy Relationships
3. The Value of Starting Over
4. The Value of Future Orientation
5. The Value of Possessing Skills to Say “No” Without Hurting Others
6. The Value of Appreciating Others (Even if they are different)
7. The Value of Healthy Lifetime Committed Relationships / Marriage
8. The Value of Safe and Stable Family Structure to the Health and Well-Being of Children
9. The Value of Healthy Choices, Impulse Control, Being Intentional, Personal Power and Self-Regulation and Success Sequencing

The Emphasis of REAL Essentials

- Teaching the importance of building satisfying and mature love relationships
- Teaching the skills and strategies to help teens postpone early sexual involvement
- Teaching in a whole child or holistic approach
- Training a community in risk avoidance and primary prevention, and relationship and leadership skills so teens have a clear and consistent message from all those with whom they come in contact
- Collaborating with other agencies to change the social norms of communities around risk behaviors utilizing a community saturation approach

The Methodologies Used in REAL Essentials

For the Community

- Promotes a continuous and active effort to include the community in the teaching process
- Encourages parental involvement by taking an active role in student take home assignments
- Develops the critical foundations and reinforcement necessary to build healthy adult relationships
- Honors local community norms and traditions

For the School

- This secular, non-sectarian program has been adapted for adoption in a middle school and high school classroom with each grade having 10-15 lessons
- The cultural norms and traditions of the community are respected
- When conducted by a speaker's bureau, program materials such as handouts and activity instructions are left with the school in order to expand on the concepts taught
- The instructor maintains a conscious effort to provide gender equity in the presentation
- All scientific literature used and documented in this program is sourced and findings are substantiated
- Teachers utilizing this program are thoroughly trained and philosophically equipped to teach the concepts
- Respect is communicated for ALL students during the program
- Lessons are aligned with state and local curriculum standards and guidelines to enhance skills and outcomes expected

For the Teacher

- Terminology and concepts are clearly stated and focused
- Concepts are sequential, relational and integrated throughout the program
- Segments of the program engage and challenge students
- The slide presentation can be used as the instructor presents the material to capture and focus student attention
- Common visual objects are used to present abstract concepts in a concrete way
- The slide presentation features easy to read, colorful and entertaining, age-appropriate graphics
- Teaching style is conversational with the students to avoid lecturing
- The program is frequently updated to ensure medical accuracy
- As a directive model of teen pregnancy/disease prevention, and life, love and leadership curriculum, the program guides the student toward a specific health behavior
- Conveys an uplifting and positive message while emphasizing a "can do" spirit.
- Provides students the opportunity to reach the highest attainable level of expectations and standards
- Fear and shame are not utilized as a way to change behavior

For the Student

- Inclusiveness and respect is communicated and affirmed for all students during this program
- Students are involved in teaching the concepts
- Discussion questions and student responses are built into the program

- A diverse group of teenagers participated in the content selection, development and evaluation of the program in order to maintain relevancy

The General Goals of REAL Essentials

Impart Knowledge and Information

- To help teens with their self-discovery process
- To describe the emotional impact of premature romantic attachments
- To identify all components of sexuality
- To help teens understand how their bodies work
- To help teens conceptualize love and commitment
- To identify the components and value of healthy lifetime committed relationships / marriage to individuals and society
- To identify individual love languages and the ways teens feel loved
- To identify physical, emotional, spiritual, academic and economic consequences of early sexual involvement
- To reframe the act of sexual intercourse in a lifetime committed relationship
- To teach teens the positive benefits of utilizing self-control and behavioral restraint
- To raise expectations for responsible behavior
- To help teens understand how to be “sexual” without being “sexually active”
- To impart the latest research regarding what makes relationships work

Provide Skills

- To teach creative dating skills and alternatives to sexual behavior
- To help teens say “no” without hurting the other person’s feelings
- To teach teens to enjoy the freedom that accompanies boundary setting
- To teach teens the steps of intimacy and the progressive nature of physical affection
- To teach teens how to use the building blocks of healthy relationships
- To help teens develop support systems to maintain the healthiest choice
- To help teens identify and overcome barriers to conflict resolution
- To enhance communication and improve teen relationships
- To expose media and cultural influences so that teens learn to recognize unhealthy messages and use critical thinking skills
- To teach teens how to set limits and boundaries, and use refusal skills
- To practice the planning and commitment necessary to maintain risk-avoidance behaviors and safe and stable family formation for their future
- To teach teens to avoid exploitive, abusive, controlling, violent or manipulative relationships
- To reduce cognitive dissonance which is when students articulate one thing and do another
- To teach teens to ask for help and support when they need it
- To teach teens to recognize the elements of healthy relationship development and maintenance
- To teach leadership, job skills and life management

Provide Affirmation

- To help teens recognize that many people care for them
- To help teens value who they are
- To help teens discover their personality traits and affirm their uniqueness
- To help teens accept and respect others who are different from themselves
- To affirm positive behaviors in the students and to teach them to affirm positive behaviors in others
- To teach teens to express feelings and ask for help when needed
- To teach teens to value risk-avoidance behaviors, committed love, marriage, and safe and stable family formation

Influence Behavior

- To reduce adolescent sexual activity and the subsequent consequences of adolescent pregnancy, non-marital childbearing and sexually transmitted diseases
- To reduce the emotional pain often associated with early, uncommitted sexual involvement
- To enable sexually active teenagers to stop current sexual behavior, start over and set new boundaries around sexual intimacy
- To reduce teen dating violence and intimate partner violence
- To reduce substance use and abuse
- To reduce academic underachievement and dropout rates
- To reduce teen dating violence and bullying

The Specific Measurable Goals of REAL Essentials

There are eight measurable goals for this curriculum:

- Increase the age of onset of sexual debut
- Reduce the number of sexual partners
- Reduce sexual activity
- Increase the number of teens who are willing to commit to risk avoidance and primary prevention
- Increase the number of previously sexually active teens who are now choosing risk-avoidance behaviors
- Increase the number of teens who can articulate the benefits of lifetime committed love / marriage, and safe and stable families
- Increase the number of students who graduate from high school
- Increase the number of students who articulate that they have the skills and strategies for life, love, leadership and employment success

The Behavioral Objectives of REAL Essentials

REAL Essentials has four behavioral objectives. It is our goal and belief that upon successful implementation of this curriculum, students will:

- Demonstrate increased knowledge of content of curriculum
- Articulate a positive attitude about future relationship, family, employment and life success

- Articulate an intention to not engage in high risk behaviors that might undermine their future success

The following tools can be used to measure the progress of reaching the specific goals and behavioral objectives of **REAL Essentials**:

- Pre and post-tests
- Class surveys
- Youth-risk behavior surveys
 - Grades and evaluated class assignments
- Student reports
- Student projects
- Observation/role plays
- Interviews
- Testimonials
- Follow up
- Community/school baseline data
- Comparison of behavioral differences in program implementation group and control group

The Effectiveness and Evaluation of REAL Essentials

REAL Essentials integrates the key parts of effective programs, such as:

1. The focus on reducing sexual and other high risk behaviors
2. Clear messages about early sexual activity and ensuing consequences
3. Accurate information about risks
4. Skill building and tools to help students avoid sexual and other high risk behaviors
5. Addressing social pressures and perceived social norms
6. Addressing critical thinking skills around the media and cultural messages, as well as marketing campaigns targeting teens
7. Teaching methods to involve participants and help personalize information
8. Incorporation of behavioral goals, teaching methods and materials that are culturally competent, linguistically relevant, evidence based, age appropriate and medically accurate
9. Lasting a sufficient length of time to complete important activities
10. Selecting teachers or peers who believe in the program and then providing quality training and professional development opportunities for those individuals
11. Continued professional development, technical assistance, support, follow up, monitoring and evaluation
12. Showcases healthy marriage as the ideal family structure for future children based on research
13. Includes a pledge and affirmation of commitment to abstain from alcohol, drugs, violent behaviors and non-committed sex
14. Includes effects of drug and alcohol use on decision making
15. Includes character, relationship, leadership skills and partner selection strategies
16. Includes the social science in regard to what makes relationships succeed or fail
17. Includes many messages about starting over
18. Includes a parent component

19. Includes instruction, strategies and training to be inclusive to all students

The Tested Effectiveness of REAL Essentials

REAL Essentials has been using a pre- and post-test with positive results of change in attitude, knowledge and intent. Based on pre post preliminary results, the initial assessment is the REAL Essentials curriculum is demonstrating immediate impact among participating youth as demonstrated by percentage increases and statistically significant favorable shifts ranging from 4.2% to 22.8% with p values <.01%.

In Weld County, Former Colorado County Commissioner David Long, former president of the Colorado Health and Human Services Commissioner Board, investigated the effectiveness of the REAL Essentials program with the research team at the Weld County Department of Health. The written conclusion states; "Weld County's teen fertility rate has decreased by 25% since 2000 with the implementation of the Weld WAITs program." This data was taken from the Colorado State Health Department 2009 profile for Weld County, Colorado.

Nationally, a version of GET REAL has shown effectiveness in two recent evaluations, one published and one unpublished. The first published study commenced in Miami, Florida under the direction of Project U-turn incorporating materials from the GET REAL curriculum (2004) targeting African American and Hispanic youth located in neighborhoods with the highest concentrations of teen pregnancy and STIs. The program was implemented in school and church settings. Some initial findings demonstrate that youth who were sexually active before the program indicated an increase in their ability and skills to return to a risk avoidance choice and remain committed to not having sex while they are a teen. "For youth who have had sexual intercourse prior to the program, McNemar's change test compared the percentage that had sexual intercourse within the last three weeks at pretest and post-test. At post-test, there was a significant reduction in the number of students that had sexual intercourse within the last three weeks from 31 to 19 (26.2% to 16.2%, McNemar test, p=.020). Of the 19 youth that had sexual intercourse within the last three weeks at post-test, 17 (89.4%) used a condom or other form of contraception."(*Journal of Youth Ministry, Vol 8, No. 1, Fall 2009*).

Additionally, an unpublished evaluation in Earle, Arkansas was set up as a quasi-experimental design using a matched comparison group in the 2008-2009 school year with the cohort receiving a version of the REAL Essentials curriculum. The two initial findings stated, "The program did not demonstrate statistically significant impacts on sexual initiation rates. The program did make significant reductions in sexual activity and multiple partners." The REAL Essentials curriculum has been studied and evaluated with moderate to high successful findings but not in a rigorous randomized control group evaluation. Additional information is available upon request.

REAL Essentials is in alignment and compliance with 10 important standards:

1. REAL Essentials meets the criteria for the new Colorado Health Education Guidelines and Standards.
2. REAL Essentials is aligned with the 17 Characteristics of Effective Programs and the CDC Health Education Curriculum Analysis Tool (HECAT).
3. REAL Essentials meets the CDC Sexual Health Guidelines as outlined in the Healthy Youth Sexual Health Guidelines Report which can be found at <http://www.cdc.gov/HealthyYouth/sexualbehaviors/guidelines/guidelines.htm> This report states: *School systems should make programs available that will enable and encourage young people who have not engaged in sexual intercourse and who have not used illicit drugs to continue to abstain from sexual intercourse until they are ready to*

establish a mutually monogamous relationship within the context of marriage. For young people who have engaged in sexual intercourse or who have injected illicit drugs, school programs should be able and encourage them to stop engaging in sexual intercourse until they are ready to establish a mutually monogamous relationship within the context of marriage. Any health information developed by the Federal Government that will be used for education should encourage responsible sexual behavior—based on fidelity, commitment and maturity, placing sexuality within the context of marriage. Any health information provided by the Federal Government that might be used in schools should teach that children should not engage in sex and should be used with the consent and involvement of parents.

4. REAL Essentials is aligned with the 9 target areas found consistently in the adolescent health literature to help students delay sexual debut, which are:

Target #1—Enhance knowledge of:

- a) Physical development and sexual risks
- b) Personal relationships

Target #2—Support personal attitudes and beliefs that value sexual risk avoidance

Target #3—Improve perception of and independence from negative peer and social norms

Target #4—Build personal competencies and self-efficacy to refuse sex

Target #5—Strengthen personal intention and commitment to avoid sexual involvement

Target #6—Identify and reduce the opportunities for sexual involvement

Target #7—Acknowledge and address common rationalizations for sexual involvement

Target #8—Strengthen future goals and opportunities

Target #9—Partner with parents

5. REAL Essentials is aligned with the parameters of Colorado State Regulatory Guidelines, specifically HB 1292.

6. REAL Essentials meets the criteria for the National Health Education Standards.

7. REAL Essentials is aligned with the criteria for age appropriate messaging and cognitive development skill building, as well as positive youth development and asset-building approaches.

8. REAL Essentials has been through a rigorous medical accuracy review from the United States Health and Human Services; Administration for Children and Families medical team and has been certified as medically accurate.

9. REAL Essentials aligns with what most parents say they desire for their children (see “National Survey of Adolescents and Their Parents Report”).

10. REAL Essentials is designed on sound theoretical frameworks for child pedagogy and educational best practices.

In addition, a version of GET REAL was evaluated by an independent educational evaluator whose preliminary findings are:

- Pre-post data demonstrates statistical significance from pre to post-tests within 26 items which represent the following categories: Peer Self-Esteem, Communication, Attitudes About Sexual Risk Avoidance, Knowledge, Behavioral Intentions and Present and Recent Behavior.

- Based on pre-post preliminary results, the initial assessment is that GET REAL is demonstrating immediate impact among participating youth as demonstrated by percentage increases and statistically significant favorable shifts ranging from 4.2% to 22.8% to increase knowledge, change attitudes and intent towards early sexual debut.

- Present results are encouraging and reflect the goals of this program.

- REAL Essentials has met its aim to educate and support teen decisions to postpone sexual activity in preparation for a lifetime committed relationship commonly known as marriage.

The curriculum also meets the guidelines of comprehensive sexuality education because the REAL Essentials curriculum content used in many school districts comes after the reproductive science lesson and before the contraception information given by the school nurse or by the content in the school district curricula.

The Center for Relationship Education has also created a supplemental curriculum that outlines healthy family formation and family planning strategies which imparts medically accurate information regarding contraception, condoms and other family planning devices.

ASSUMPTIONS OF REAL ESSENTIALS

- Teacher agrees with the philosophy of the directive character-based model of life, love and leadership education
- When sex within marriage is referenced in this curriculum, and referred to as the healthiest place for sexual expression
- That according to research, the optimal family structure in which to raise future children is in a bio mom and dad married family, it is within the assumption that the marriage relationship is healthy and that both partners are mentally and emotionally stable.
- The teacher implementing this curriculum maintains the assumption that when given guidance, support and skills, students can make the realistic, positive and healthy choice to not engage in high-risk health behaviors.
- The REAL Essentials workshop and curriculum is a life, love and leadership program utilizing primary prevention strategies. Its use, however, is complementary to any public classroom because the core concepts of respect, self-control, honesty, integrity and building relationships are necessary in all human experiences. In addition, the value of every individual is reinforced throughout this project.
- The relationship and prevention strategies addressed in the curriculum benefit all members of a middle or high school community such as monogamy, the reduction of multiple partners and risk-avoidance behaviors present health benefits for every member of a school community.
- The teacher agrees to maintain fidelity to content but is encouraged to use the curriculum with creativity and versatility. Directive character based programs promote sexual risk avoidance as the healthiest and preferred lifestyle for adolescents. However, encouraging students to remain abstinent until they find that one person with whom they plan to spend the rest of their lives is shortsighted unless they have the skills and strength of character necessary to choose, adopt and follow through on their decisions.
- Young people are practicing now what they will become in the future. The skills they learn in the curriculum will enable them to self-regulate even when they are tempted as adults.

Principles Guiding This Curriculum

- Health is not defined by the absence of disease.
- Every individual has value and worth and deserves respect and kindness.
- All children should be relentlessly nurtured.
- There are multiple dimensions of sexuality: physical, intellectual, emotional, social and spiritual.
- The skills of healthy relationship development are inclusive to all students.
- Individuals express their sexuality in different ways.
- Both genders deserve not to be stereotyped and put into behavioral roles.
- Parents should be the primary sexuality educators of their children.
- Families should communicate their values and expectations for behavior to their children.

- There is a diversity of opinion about sexuality education in our culture. Adults should work together to find common ground so that students get a clear and consistent optimal health message.
- Sexual relationships should be based on respect, commitment and fidelity and never be exploitative, coercive or manipulative.
- Early sexual debut poses risks.
- Risk avoidance education is a healthy lifestyle choice, not a birth control method.
- Children should feel safe to openly discuss sexuality with their parents or caretakers.
- Risk avoidance and not engaging in sexual intercourse is the most effective method to prevent pregnancy and sexually transmitted diseases.
- Marriage, healthy family formation, and safe and stable families are important to the well-being of children and adults alike.
- Father absence, family fragmentation and divorce are risk factors for children as it relates to involvement in high-risk behaviors.
- Students who are sexually active need to get tested at a health care facility, talk with a medical professional, be instructed how to use risk reducers consistently and correctly every single time and counseled compassionately about returning to a risk avoidance behavioral choice.
- Training is necessary to be able to do something in the future that one cannot do currently.
- When adults set high standards and expectations for children, then guide and coach them, children feel valued and capable.

REAL Essentials and Brain Engagement Strategies

REAL Essentials is consistent with instructional strategies that engage the brain:

1. Brainstorming and discussion
2. Drawing and artwork
3. Field trips
4. Games
5. Graphic organizers, semantic maps and word webs
6. Humor
7. Manipulatives, experiments, labs and models
8. Metaphors, analogies and similes
9. Mnemonic devices
10. Movement
11. Music, rhythm, rhyme and rap
12. Project-based and problem-based instruction
13. Reciprocal teaching and cooperative learning
14. Role plays, drama, pantomimes and charades
15. Storytelling
16. Technology
17. Visualization and guided imagery
18. Visuals
19. Work study and apprenticeships
20. Writing and journals

Source: *Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain* by Marcia Tate.

REAL Essentials and the Characteristics of Effective Health Education Curricula

REAL Essentials adheres to all of the following aspects of an effective health education curricula:

1. Focuses on specific-behavioral outcomes
2. Is research-based and theory-driven.
3. Addresses individual values and group norms that support health-enhancing behaviors.
4. Focuses on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors as well as reinforcing protective factors.
5. Addresses social pressures and influences.
6. Builds personal competence, social competence, and self-efficacy by teaching skills.
7. Provides functional health knowledge that is basic and accurate, and directly contributes to health-promoting decisions and behaviors.
8. Uses strategies designed to personalize information and engage students.
9. Provides age and developmentally appropriate learning strategies, teaching methods and materials.
10. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive.
11. Provides adequate time for instruction and learning.
12. Provides opportunities to reinforce skills and positive health behaviors.
13. Provides opportunities to make positive connections with others and to seek out support.
14. Includes teacher information and plans for professional development and training that enhances effectiveness of instruction and student learning.

REAL Essentials and Characteristics of Effective Programs

REAL Essentials aligns with 17 characteristics of effective programs:

1. Involves multiple people with different backgrounds in theory, research and sexuality education to develop the curriculum.
2. Assesses relevant needs and assets of target group.
3. Uses a logic model approach to develop the curriculum that specifies the health goals, the behaviors affecting those health goals, the risk and protective factors affecting those behaviors and the activities addressing those risk and protective factors.
4. Designs activities consistent with community values and available resources (e.g., staff time, staff skills, facility space and supplies).
5. Pilot-tests the program.
6. Focuses on clear health goals—the prevention of STD, HIV and/or pregnancy.
7. Focuses narrowly on specific behaviors leading to these health goals (e.g., sexual risk avoidance or using condoms or other contraceptives), gives clear messages about these behaviors and addresses situations that might lead to them and how to avoid them.
8. Addresses multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g. knowledge, perceived risks, values, attitudes, perceived norms and self-efficacy).
9. Creates a safe social environment for youth to participate.
10. Includes multiple activities to change each of the targeted risk and protective factors.
11. Employs instructionally sound teaching methods that actively involve the participants, that help participants personalize the information, and that are designed to change each group of risk and protective factors.

12. Employs activities, instructional methods and behavioral messages that are appropriate to the youths' culture, developmental age and sexual experience.
13. Covers topics in a logical sequence.
15. Secures at least minimal support from appropriate authorities, such as departments of health, school districts or community organizations.
16. Selects educators with desired characteristics (whenever possible), trains them and provides monitoring, supervision and support. If needed, implements activities to recruit and retain youth and overcome barriers to their involvement (e.g., publicized the program, offered food or obtained consent).
17. Implements virtually all activities with reasonable fidelity.

Source: "Tool to Assess the Characteristics of Effective Sex Education and STD/HIV Programs" by Dr. Douglas Kirby

Characteristics of REAL Essentials

- Well-trained teachers
- Community involvement
- Inclusivity and relevance to all students
- Utilize a variety of teaching methods
- High intensity and duration of clear, consistent messages
- Multiple strategies to reinforce the message of optimal health
- Parent involvement and support
- Monitoring and evaluation

Learning Theories Used in the REAL Essentials Curriculum

1. Social Cognitive Theory

Albert Bandura's social cognitive learning theory suggests that humans can learn through observation without imitating the observed behavior. He also states that humans can learn from behaviors indirectly or directly by observing behaviors and the consequences of those behaviors. The theory suggests that a combination of behavioral, cognitive and environmental factors influence behavior. Bandura suggests that observational or social learning focuses on four component processes needed to model and learn behavior—attention, retention, behavior production and motivation. Attention states that one must attend to the main components of the modeled behavior in order to learn from observation. Retention states that in order for an individual to learn from a behavior, one must remember the modeled behavior. One must remember the behavior imaginably or verbally. Imaginably means that pictures or mental images serve as symbols of the behavior. Verbally means that the behavior is captured by words. Behavior production is putting the observation into action. One takes the actions observed and uses it to gradually adjust to fit the model. Motivation suggests that people are more likely to adopt a new behavior if it indicates it will result in a positive outcome. Observers believe that if the modeled behavior has received reinforcement, they will most likely receive reinforcement as well. Reinforcement gives an incentive for putting observation into action.

2. Theory of Planned Behavior

The Theory of Planned Behavior is a theory about the link between attitudes and behavior. It was proposed by Icek Ajzen as an extension of the theory of reason and is one of the most predictive persuasion theories. It has been applied to studies outlining the relationship among beliefs,

attitudes, behavioral intentions and behaviors in various fields such as advertising, public relations, advertising campaigns and healthcare. It involves utilizing what students believe, the influence of others and the confidence to act according to their perception of norms, consequences, skill set and affirmation of their behavior.

3. Social Inoculation Theory

Social Inoculation Theory was developed by social psychologist William J. McGuire in 1961 to explain more about how attitudes and beliefs change, and more importantly, how to keep original attitudes and beliefs consistent in the face of persuasion attempts. In this educational method, the educator inoculates the student with scenarios about what is happening or what will happen so that when that event or scenario actually takes place the student has the skills to resist the pressure therefore resisting the persuasion and the behavior.

4. Social Norms Theory

Social Norms Theory states that much of people's behavior is influenced by their perception of how other members of their social group behave. If students think that their peer group is engaging in high risk behaviors, they are more likely to also engage in that type of behavior.

5. Behavioral Change Theory

There are five cyclical components to the Behavior Change Theory:

1. Pre-contemplation
2. Contemplation
3. Preparation for Action
4. Action
5. Maintenance

They are utilized in the clinical setting to reduce or end a risky health behavior. This clinical intervention model is tailored to the needs of the individual at the time of the intervention. Preliminary results support the change theory as a method for characterizing individuals along a change readiness continuum. This model has been utilized in weight control, smoking cessation and HIV/AIDS reduction. The Center for Relationship Education uses this clinical intervention approach in Medical Sexual Cessation Intervention for Sexually Active Youth in the Clinical Setting curriculum.

Community vs. School Curriculum

- Community curriculum is used in the community setting such as Boys and Girls Club or YMCA where there are multiple ages present in the program delivery.
- School curriculum is outlined and delivered in age-specific classrooms.

Age Appropriateness

REAL Essentials was developed utilizing age-appropriate guidelines.

What Is a Community Saturation Approach?

A community saturation approach is defined by the service or product being utilized or delivered in multiple settings in the community. This is necessary because the schools have so many demands on their time and they are being asked to do more with less money, less resources and less time. In order to change the culture of the community and to have wrap around prevention services and messages to our children, we must have an all hands on deck mentality.

What Is the SMARTool?

Through a cooperative agreement with the Division of Adolescent School Health (DASH) in the Centers for Disease Control and Prevention (CDC), the Center for Relationship Center developed the Systematic Method for Assessing Risk-avoidance Tool (SMARTool). The SMARTool helps assess risk-avoidance sexuality education curriculum for alignment with the following targets which have been found to help students delay sexual debut.

Target Areas:

- #1 Enhance knowledge of: a) physical development and sexual risks, and b) personal relationships
- #2 Support personal attitudes and beliefs that value sexual risk avoidance
- #3 Improve perception of and independence from negative peer and social norms
- #4 Build personal competencies and self-efficacy to refuse sex
- #5 Strengthen personal intention and commitment to avoid sexual involvement
- #6 Identify and reduce the opportunities for sexual involvement
- #7 Acknowledge and address common rationalizations for sexual involvement
- #8 Strengthen future goals and opportunities
- #9 Partner with parents

REAL Essentials includes the aforementioned target areas outlined in the adolescent scientific literature to increase protective factors and to reduce risk factors for sexual risk avoidance. For assistance in evaluating your curricula with respect to these targets, call the Center for Relationship Education at (720) 488-8888 to learn more about the SMARTool.

The Center for Relationship Education's Mission

The Center for Relationship Education exists to train individuals to live and love well.

For more information visit www.myrelationshipcenter.org or call (720) 488-8888.

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
<http://www.gcps.k12.fl.us>

January 12, 2015

Sadé Collins, MPH, CHES
Florida Department of Health
Division of Community Health Promotion
Bureau of Chronic Disease Prevention
2585 Merchants Row
Tallahassee, Florida 32399

Re: Supporting Healthy Districts Project 2014-2015 School Year: Employee Wellness and Student Wellness-GADSDEN COUNTY

Dear Ms. Collins:

Please consider this letter formal verification that Gadsden County School District approves the project-specific task, payment and contract terms as described in the attached statement of Work. As the attached is only ancillary details that will be embedded in the official purchase order, the Department of Health reserves the right to negotiate any additional terms and conditions that may be included in an amended purchase order.

The School District of Gadsden County will provide authorized approval of invoices and supporting documentation submitted for payment. Gadsden County School District is fully responsible for ensuring the legal name, address tax number and W-9 information is valid in the MyFloridaMarketplace vendor system.

Sincerely,

Rosalyn Smith
Deputy Superintendent of Schools

AUDREY D. LEWIS
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

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 32353

**Florida Department of Health (DOH)
Division of Community Health Promotion, Bureau of Chronic Disease Prevention
Statement of Work (SOW) for
School District of Gadsden County Physical Activity/Physical Education Project**

Section 1: Purpose:

The State of Florida, Department of Health (DOH), received funding from the Centers for Disease Control and Prevention (CDC) award "State Public Health Actions to Prevent and Control Heart Disease, Obesity and Associated Risk Factors and Promote School Health" to support school health and wellness using a coordinated school health approach.

These strategies are outlined in the CDC approved workplan:

BASIC:

1. Strategy 1: Promote the adoption of food service guidelines/nutrition standards, which include sodium
2. Strategy 2: Promote the adoption of physical education/physical activity in schools

ENHANCED:

1. Strategy 3: Create supportive nutrition environments in schools
2. Strategy 6: Quality Physical Education/Physical Activity in K-12 Schools

DOH is partnering with the School District of Gadsden County hereinafter referred to as the Vendor, to enhance the district infrastructure approach to create a culture of health and wellness that supports all eight components of the Coordinated School Health (CSH) model and addresses physical, mental and psychosocial health of students and staff. As a starting point to implementation of district wide efforts, this project will serve St. John Elementary in Gadsden County, Florida.

Activities in this scope of work includes four deliverables: 1) an implementation plan that includes strategies to increase physical activity among students using *The Walking Classroom* and strategies to create a supportive nutrition environment 2) implementation progress report of *The Walking Classroom* 3) implementation progress report of the *Smarter Lunchroom Movement* and 4) a final report that includes evaluation findings such as physical activity reports, food service staff reports, and anecdotal student reports regarding implementation of strategies to increase the adoption of healthy food choices.

Cost:

The Department will provide \$5,200 to the School District of Gadsden County for program delivery.

Benefit to the State:

Healthiest Weight Florida employs strategies to address behavior and environmental change. This project supports the following Healthiest Weight Florida strategy:

- Strategy One: Increase opportunities for physical activity.

The impact of chronic diseases on individuals, families, communities, and the state of Florida is reflected in the inclusion of chronic disease prevention as one of five strategic issues in Florida's State Health Improvement Plan (SHIP). This project supports the following goals in the SHIP:

- Goal 1: Increase the percentage of adults and children who are at a healthy weight.
- Goal 2: Increase access to resources that promote healthy behaviors.
- Goal 3: Reduce chronic disease morbidity and mortality.

MFMP Vendor Registration:

Gadsden County School District
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351

Project Goals and Objectives:

Goal:

Create a healthy school nutrition environment and promote the adoption of physical education/physical activity in schools.

Proposed Intervention:

Increase physical activity among students in the classroom using *The Walking Classroom* Curriculum. Increase the consumption of healthier foods by employing the *Smarter Lunchroom Movement* strategies.

Objectives:

The following objectives are proposed to achieve the goal for this project:

Objective 1: Increase the number of teachers trained to implement *The Walking Classroom* intervention.

Baseline: 0 Target: 2

Objective 2: Increase the number of physical activity minutes by an average of 30 minutes per week for 12 weeks by integrating physical activity in the classroom using *The Walking Classroom*.

Baseline: 150 minutes per week. **Target:** 180 minutes per week.
(Note: Tracking will be completed by the teacher for one classroom with an estimated 22 students)

Objective 3: Increase the number of school staff trained to implement the Smarter Lunch Room Movement.

Baseline: 0 Target: 2

Objective 4: Following the Smarter Lunchroom Movement, enhance the lunchroom environment by 1) displaying healthy eating messaging in the lunchroom, and 2) improving the display of healthier options in the service line by May 28th, 2015.

Baseline: No messaging and limited promotion of healthier food options in the service line.

Target: Display of *Nutrislice* messages and incorporation of colorful bowls and other strategies to enhance the display of healthier food options in the service line.

Note: The program and school will explore options and methods for evaluating the increase in consumption of healthier food options with the support of Florida Department of Agriculture and Consumer Services. This type of evaluation is resource intensive and may not be feasible during the current school year.

Section 2: Term

The term of this SOW shall be from January 01, 2015, or on the date which the order is issued, whichever is later. It shall end at midnight, Eastern Time, on June 28, 2015. The State of Florida's performance and obligation to pay under this purchase order is contingent upon annual appropriation by the Legislature.

State Term Contract (N/A unless State Term Contract).

Section 3: Location of Work

The work site location will be in Gadsden County, Florida at the following elementary school:

St. John Elementary
4463 Bainbridge Hwy
Quincy, Florida 32352

Section 4: Department of Health's Responsibilities

- 1) The Department will assign a contract manager to facilitate contract processing, resolve contract issues, and assure that contract requirements are met.
- 2) Upon request and to the extent that resources allow, the department will provide technical assistance, programmatic information, and support to the provider.

Section 5: Required Experience

The contractor is responsible for conducting criminal history records check, including fingerprinting, on the consultant(s) assigned by the Contractor and providing instruction on best practices and expectations prior to the consultant(s) commencing work for the Department.

Section 6: Contractor Responsibilities:

6.1. Service Tasks

Contractor must perform the following tasks:

6.1.1. Submit an implementation plan that includes strategies to increase physical activity among students using *The Walking Classroom* and strategies to create a supportive nutrition environment by promoting the *Smarter Lunchroom Movement*. At a minimum the plan must include the following:

- 1) Problem/need statement
- 2) Strategy description, goals, and objectives
- 3) Description of activities
- 4) Time frame for program activities

6.1.2. Implementation and progress reporting for *The Walking Classroom*. At a minimum, implementation must include the following:

- 1) Implementation on average of 1 classroom lessons per week.
- 2) Promote *The Walking Classroom* online training for teachers with at least two teachers completing the training.
- 3) Tracking and reporting the frequency of use (i.e. date lessons were provided) and indication of which lessons were provided (i.e. lesson numbers) using the template provided.

6.1.3. Implementation and progress reporting of the *Smarter Lunchrooms Movement*. At a minimum, implementation must include the following:

- 1) Coordinating with the Florida Department of Agriculture and Consumer Services, Division of Food, Nutrition and Wellness to receive *Smarter Lunchroom* training with at least two food service staff completing the training.
- 2) Use of supplies and principals that make healthier food more appealing and convenient by improving the service line.
- 3) Display nutrition education messaging in the lunch room.
- 4) Provide a progress report of implementation to date including the number of food service staff trained, whether or not the supplies have been purchased and if changes have been implemented in the service line or lunch room.

6.1.4. Prepare a detailed year –end summary report. At a minimum the summary report must include the following:

- 1) An overview of program successes, challenges, recommendations/lessons learned, and impact.
- 2) A listing of the dates used and lesson numbers from *The Walking Classroom* curriculum.
- 3) A description of the changes that were made to the lunchroom and service line, including before and after photos. If available, please include any changes in consumption noted after improvements were made.
- 4) A plan for sustainability of both efforts.

6.2. Deliverables

Contractor must complete the following deliverables in the time and manner specified.

- 6.2.1. By February 13 , 2015, submit an implementation plan as specified in 6.1.1.
- 6.2.2. By March 13, 2015, implement *The Walking Classroom* as specified in 6.1.2 and provide a progress report.
- 6.2.3. By April 13, 2015, implement and provide a progress report of the *Smarter Lunchroom Movement* as specified in 6.1.3.
- 6.2.4. By June 28, 2015, submit a detailed year-end report as specified in 6.1.4.

Section 7: Method of Payment

The total amount of the project is \$5,200.00 subject to the availability of funds.

Invoice Due Date	Amount	For Payment Period	Documentation
On or before February 13, 2015.	\$1,300.00	January 01 – 31, 2015	Implementation plan as specified in Task 6.1.1.
On or before March 13, 2015	\$1,300.00	February 01- February 27, 2015	Implementation and progress report of the Walking Classroom as specified in 6.1.2.
On or before April 13, 2015	\$1,300.00	March 01-March 30 , 2015	Implementation and progress report of the <i>Smarter Lunchroom Movement</i> as specified in Task 6.1.3.

On or before June 28, 2015	\$1,300.00	March 01- June 28, 2015	Summary report as specified in 6.1.4.
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A purchase order will be issued to the Vendor (otherwise known as the Contractor). The vendor is responsible for all tasks, deliverables and performance of the terms and conditions in the Statement of Work. The Vendor also agrees to be bound to all the provisions of the Department of Health's Purchase Order Terms and Conditions (incorporated herein).

The Contractor shall submit invoices along with each deliverable listed above by the due date. Documentation containing the required detail must be submitted with the invoices to satisfy the documentation requirement. Upon receipt of a signed invoice and acceptance of work performed, the Department will pay the Contractor the invoiced amount.

The invoice will be submitted on letter head, include the name and address, and must indicate the deliverable being invoiced and the amount requested. Invoices must be signed by a person with signature authority.

Payment shall be made upon the receipt, review, and approval of a properly completed, signed, original invoice on letterhead and acceptance of the required reports / deliverables. The report on deliverables must be verifiable and documentation must be made available if requested by DOH. The Contractor is responsible for the performance of all tasks and deliverables contained in this Statement of Work (SOW).

Section 8: Performance Measures and Financial Consequences

All deliverables and specified tasks must be 100 percent completed. Failure to complete (OR SUBMIT) a deliverable in the time and manner specified will result in a reduction in the invoiced amount as indicated below.

The Vendor is solely and uniquely responsible for the satisfactory performance of the tasks and completing the deliverables described herein. Payment for any deliverable deemed not to meet the expectations of the Department shall be reduced as specified below.

Failure to provide deliverables 6.2.1 through 6.2.4 in the manner and time specified will result in a reduction in payment of 50% for each specified deliverable not met.

Section 9: Contract Manager

The Contract Manager for this purchase order is:

Sadé Collins, M.P.H., CHES,
Florida Department of Health
Division of Community Health Promotion
Bureau of Chronic Disease Prevention
4052 Bald Cypress Way, Bin # A-18
Tallahassee, Florida 32399-1744
Sade.Collins@flhealth.gov

**Florida Department of Health (DOH)
Division of Community Health Promotion, Bureau of Chronic Disease Prevention
Statement of Work (SOW) for
School District of Gadsden County Employee Wellness Project**

Section 1: Purpose:

The State of Florida, Department of Health (DOH), received funding from the Centers for Disease Control and Prevention (CDC) award "State Public Health Actions to Prevent and Control Heart Disease, Obesity and Associated Risk Factors and Promote School Health" to support school health and wellness using a coordinated school health approach, which includes worksite wellness.

These strategies are outlined in the CDC approved workplan:

BASIC:

1. Strategy 3: Promote the adoption of physical activity in early care and education and worksites

ENHANCED:

2. Strategy 2: Implement food service guidelines/nutrition standards where food and beverages are available.

DOH is partnering with the Gadsden County Public Schools hereinafter referred to as the Vendor, to help create a culture of health and wellness that supports all eight components of the Coordinated School Health (CSH) model, with a focus on Worksite wellness

Activities in this scope of work includes four deliverables 1) a plan to implement an Employee Health and Wellness Survey district wide 2) submission of a survey response status report 3) completion of the DOH School Employee Wellness Training and 4) meeting with DOH to review survey findings and the development of an employee wellness promotion plan for the 2015-2016 school year.

Cost:

The Department will provide \$4,300 to Gadsden County Public Schools for program delivery.

Reach:

Approximately 600 school employees will be impacted by the delivery of services.

Benefit to the State:

Healthiest Weight Florida employs strategies to address behavior and environmental change. This project supports the following Healthiest Weight Florida strategy:

- Strategy One: Increase opportunities for physical activity.

The impact of chronic diseases on individuals, families, communities, and the state of Florida is reflected in the inclusion of chronic disease prevention as one of five strategic issues in Florida's State Health Improvement Plan (SHIP). This project supports the following goals in the SHIP:

- Goal 1: Increase the percentage of adults and children who are at a healthy weight.
- Goal 2: Increase access to resources that promote healthy behaviors.
- Goal 3: Reduce chronic disease morbidity and mortality.

MFMP Vendor Registration:

Gadsden County School District
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351

Project Goals and Objectives:

Goal:

Foster a healthy work environment.

Proposed Intervention:

Adopt evidence informed employee wellness programs, policies, practices and environmental supports to maximize employee participation in wellness-related activities, raise employee awareness and knowledge about health concerns, and establish a work environment aimed at supporting healthy lifestyle choices.

Objectives:

The following objectives are proposed to achieve the goal for this project:

- Assess the extent to which the district have implemented evidence- based health promotion interventions or strategies in their worksites
- Identify gaps and prioritize high-impact strategies to prevent chronic disease
- Establish worksite wellness health promotion opportunities

Section 2: Term

The term of this SOW shall be from January 01, 2015, or on the date which the order is issued, whichever is later. It shall end at midnight, Eastern Time, on June 28, 2015. The State of Florida's performance and obligation to pay under this purchase order is contingent upon annual appropriation by the Legislature.

State Term Contract (N/A unless State Term Contract).

Section 3: Location of Work

The work site will be in Gadsden County, Florida at the following location:

Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

Section 4: Department of Health's Responsibilities

- 1) The Department will assign a contract manager to facilitate contract processing, resolve contract issues, and assure that contract requirements are met.
- 2) Upon request and to the extent that resources allow, the department will provide technical assistance, programmatic information, and support to the provider.

Section 5: Required Experience

The contractor is responsible for conducting criminal history records check, including fingerprinting, on the consultant(s) assigned by the Contractor and providing instruction on best practices and expectations prior to the consultant(s) commencing work for the Department.

Section 6: Contractor Responsibilities

6.1 Service Tasks: Contractor will perform the following tasks

- 6.1.1. Implement an Employee Health and Wellness Survey district wide and achieve 40% response rate. Implementation includes the following:
 - 1) Communication to all school employees
- 6.1.2. Submit Employee Health and Wellness Survey response results and a plan to achieve the set response rate if not achieved. At a minimum the plan should include the following:
 - 1) Follow up with employees who have not completed the survey
 - 2) Scheduled reminder e-mails
- 6.1.3. Partner with the Florida Department of Health to receive the School Employee Wellness Training.
- 6.1.4. Meet with the DOH School District Employee Wellness Coordinator to review survey findings, and use Employee Wellness training to develop an employee wellness promotion plan for 2015-2016 school year.

6.2. Deliverables: Contractor must complete the following deliverables in the time and manner specified.

- 6.2.1. By February 15, 2015, implement the Employee Health and Wellness Survey district wide specified in task 6.1.1.
- 6.2.2. By March 30, 2015, submit Employee Health and Wellness Survey response results and a plan to achieve the set response rate if not achieved as specified in task 6.1.2.
- 6.2.3. By April 30, 2015, partner with the Florida Department of Health to receive the School Employee Wellness Training as specified in task 6.1.3.
- 6.2.4. By June 28, 2105, meet with the DOH School District Employee Wellness Coordinator to review survey findings, and use Employee Wellness training to develop an employee wellness promotion plan for 2015-2016 school year as specified in task 6.1.4.

Section 7: Method of Payment

The total amount of the project is \$4,300.00 subject to the availability of funds.

Invoice Due Date	Amount	For Payment Period	Documentation
On or before February 15, 2015	\$1,075.00	January 01 – 31, 2015	Employee Health and Wellness Survey
On or before March 30, 2015	\$1,075.00	January 31-March 15, 2015	Employee Health and Wellness Survey response results
On or before April 30, 2015	\$1,075.00	March 15-May 15, 2015	School Employee Wellness Training sign –in sheets and communication to school employees
On or before June 28, 2015	\$1,075.00	May 16-June 15, 2015	Meeting with DOH and submission of an employee wellness promotion plan

A purchase order will be issued to the Vendor (otherwise known as the Contractor). The vendor is responsible for all tasks, deliverables and performance of the terms and conditions in the Statement of Work. The Vendor also agrees to be bound to all the provisions of the Department of Health’s Purchase Order Terms and Conditions (incorporated herein).

The Contractor shall submit invoices along with each deliverable listed above by the due date. Documentation containing the required detail must be submitted with the monthly invoices to satisfy the documentation requirement. Upon receipt of a signed invoice and acceptance of work performed, the Department will pay the Contractor the invoiced amount.

The invoice will be submitted on letter head, and include the name and address, the deliverable being invoiced and the amount requested. Invoices must be signed by a person with signature authority.

Payment shall be made upon the receipt, review, and approval of a properly completed, signed, original invoice on letterhead and acceptance of the required reports / deliverables. The report on deliverables must be verifiable and documentation must be made available if requested by DOH. The Contractor is responsible for the performance of all tasks and deliverables contained in this Statement of Work (SOW).

Section 8: Performance Measures and Financial Consequences

All deliverables and specified tasks must be 100 percent completed. Failure to complete (OR SUBMIT) a deliverable in the time and manner specified will result in a reduction in the invoiced amount as indicated below.

The Vendor is solely and uniquely responsible for the satisfactory performance of the tasks and completing the deliverables described herein. Payment for any deliverable deemed not to meet the expectations of the Department shall be reduced as specified below.

Failure to provide deliverables 6.2.1 through 6.2.4 in the manner and time specified will result in a reduction in payment of 50% for each specified deliverable not met.

Section 9: Contract Manager

The Contract Manager for this purchase order is:

Sadé Collins, M.P.H., CHES,
Florida Department of Health
Division of Community Health Promotion
Bureau of Chronic Disease Prevention
4052 Bald Cypress Way, Bin # A-18
Tallahassee, Florida 32399-1744
Sade.Collins@flhealth.gov

Reagan E. Smith
1/9/15

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

Date of School Board Meeting: January 27, 2015

TITLE OF AGENDA ITEM: New heating boiler for James A. Shanks Middle School

DIVISION: Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: Board approval for new heating boiler at James A. Shanks Middle School. This boiler will replace one that is 45 years old, breaking down and non-repairable. The company giving the District the best price was Hurst Boiler Company out of Coolidge, Ga. We have several of their boilers within the District.

FUND SOURCE: 340/379

AMOUNT: \$30,945.50

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.



HURST BOILER CO., INC.
"BOILER" PRICING FORM R10



ATTN:	WAYNE SHEPARD			PROPOSAL:	010715-100LPX.EP
TO:	GADSEN COUNTY SCHOOLS			DATE:	07 JAN 15
				PROJECT:	SHANKS MIDDLE SCHOOL
				LOCATION:	QUINCY, FL
BOILER	S LPX-G-100-30W.			SERIES:	LPX
RATED AS:	100	HP:	33,478	MBH - OUTPUT	PSPH
DESIGN PRESSURE:	30	PSI	<input type="checkbox"/> STEAM OR <input checked="" type="checkbox"/> WATER		
TYPE:	<input checked="" type="checkbox"/> (2) PASS, <input checked="" type="checkbox"/> WET <input type="checkbox"/> DRY BACK <input type="checkbox"/> SEMI-WET				
	<input type="checkbox"/> SCOTCH <input type="checkbox"/> FIREBOX <input type="checkbox"/> VERTICAL <input checked="" type="checkbox"/> MODIFIED SCOTCH				
BOILER OPTIONS:					
<input checked="" type="checkbox"/>	BOILER TO OPERATE AT 20 PSI W/ 180D/F OUTLET AND 160 DF RETURN				\$0.00
<input checked="" type="checkbox"/>	BAFFLED HOT WATER RETURN ON RIGHT SIDE OF BOILER				\$0.00
<input checked="" type="checkbox"/>	AUTOMATIC AIR VENT VALVE				\$0.00
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
BOILER TRIM:					
PRESSURE/TEMP CONTROLS:	<input checked="" type="checkbox"/> OPERATING & HIGH LIMIT				\$0.00
<input checked="" type="checkbox"/> PROPORTIONING	<input type="checkbox"/> AUTO LOW FIRE HOLD				\$0.00
PRIMARY LWCO:	<input checked="" type="checkbox"/> M&M750	<input type="checkbox"/> PUMP CONTROL	<input type="checkbox"/> FEEDER	<input checked="" type="checkbox"/> MR	\$0.00
SECONDARY LWCO:	<input type="checkbox"/>	PROBE	<input type="checkbox"/>		
OTHER:					
SAFETY RELIEF VALVES (S):	(1) SET@ 30 PSI				\$0.00
PRESSURE/TEMPERATURE GAUGE	4.5"	0-60 PSI	60-230 DF		\$0.00
WATER COLUMN DRAIN VALVE, 1" ()	ILLUMINATOR ()	CHAINS ()			
FEEDWATER VALVES:	() STOP	() CHECK			
BLOWDOWN VALVES	() QUICK	(1) SLOW 1.5"			\$0.00
SURFACE BLOWDOWN () VALVE	() SKIMMER TUBE	() CONDUCTIVITY CTRL			
STACK THERMOMETER	3"	1000 d/f			\$0.00
BURNER:	<input type="checkbox"/> BY OTHERS <input checked="" type="checkbox"/> BY HBC <input checked="" type="checkbox"/> MOUNTED & WIRED <input type="checkbox"/> TEST				\$0.00
MFGR:	RIELLO	MODEL:	RS100/M		
AGENCY APPROVAL:	<input type="checkbox"/> U.L.	<input type="checkbox"/> FM	<input type="checkbox"/> IRI	<input checked="" type="checkbox"/> CSD-1	\$0.00
FUEL:	<input checked="" type="checkbox"/> GAS: NAT @ 7 PSI	<input type="checkbox"/> #	OIL	<input type="checkbox"/>	\$0.00
ELECTRICAL: CONTROLS	110/60/1	BLOWER	220/60/3	\$0.00	
IGNITION TYPE:	GAS: PILOT	OIL:	\$0.00		
FIRING MODE:	<input type="checkbox"/> ON-OFF	<input type="checkbox"/> ON-OFF, LFS	<input type="checkbox"/> L-H-O	<input type="checkbox"/> L-H-L	<input checked="" type="checkbox"/> MOD. \$0.00
CONTROL PANEL:	YES	LIGHTS:	<input type="checkbox"/> ALARM BELL	<input type="checkbox"/> W/SILENCER	\$0.00
INCLUDES PRE-PACKAGED PRE-PIPED AND WIRED GAS TRAIN					\$0.00
SUB TOTAL: F.O.B. FACTORY					\$27,625.00
MULT. 0.100	QTY. 1	NET F.O.B. FACTORY			\$2,762.50
FREIGHT TO: QUINCY, FL				BY: HBC TRUCK	\$558.00
SUBMITTED BY: EP					

**NOTE: ** DUE TO VOLATILITY OF STEEL COSTS, PRICES ARE SUBJECT TO CHANGE DAILY.
WE RESERVE THE RIGHT TO MAKE CHANGES PRIOR TO ACCEPTANCE OF ORDER.**

27,625.00 +
2,762.50 +
558.00 +
30,945.50 *

20141125084937479.pdf ebazaldua@mmyers.net Open with

shepardw@gcpsmail.com

Mail

COMPOSE

- Inbox
- Starred
- Important
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- Follow up
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- Reinald J



4505 Lexington Avenue
 Jacksonville, Florida 32210

Quote: 010577-1

To: Wayne Shepard
 Gadsden County Schools

Date: November 25, 2014
 Regarding: Shanks Middle School
 Location: Quincy, FL
 Engineer:

From: Clay Gazaldua

Quantity of 1 - Well-McLain boiler model BG-86-W sectional cast iron boiler with Power Flame burner.

- Knockdown - ready for assembly, test, installation and start up (by others)
- 70 psi water pressure relief valve
- Honeywell RM7804 flame safeguard.
- Electrical supply 208/3/60
- 2.0" NPT gas main sized for 9.7" w.c. to 11" w.c. standard inlet gas pressure
- CSO-1/TM/UL approved gas train, lo-hi-hi firing
- Power Flame B64C panel with bell and lamps for power, low water, flame failure, call for heat and fuel on.
- Control circuit transformer, fuse and fuse-holder
- Automatic alarm silencer
- WM-E2 temp combi operating limit and manual reset, high limit with lo-hi-hi
- UR barometric damper
- 2000R stack temperature gauge

Price, including freight: \$30,285.00

Note:

Freight is included but not the unloading. Boiler may require some form of crane for proper unload and placement.

RMM Myers Company Inc. 4505 Lexington Avenue, Jacksonville, FL 32210 Page 1 of 2

Quantity of 1 - UL listed pressure exhaust stack. Security Chimneys International model CD, 16" I.D./18" o.d. with 304 stainless steel inner, 2" fiber insulation, galvalume steel outer jacket, pipe fittings and accessories. Complete with flue connector, supports and termination (all items required by Appliance & Gas Vent Manufacturer's installation instructions).

- Assume 20' of ceiling run per attached drawing.
- double wall 304 SS/galvanized pipe
- See attached cut sheet for stack layout

1 of 2 items



BB&C
BOILERS BURNERS & CONTROLS

December 2, 2014

Quote #: AF-110513-1R1

Gadsden County Schools
Attn: Mr. Shepard

Subject: ~~Tallahassee~~ ^{SHAWNS} Middle School

Mr. Shepard,

We at Boilers Burners & Controls are pleased to offer the following proposal for your consideration and review.

One (1) **Superior Boiler Works** 100 HP Boiler designed per the following:

- Mohican 4-pass wetback
- 100 HP
- 15 PSI Steam
- On/Off Water Column Primary Low Water Cutoff
- Manual In Shell Auxiliary Low Water Cutoff
- Probe Type High Water Alarm
- Chain Operated Gauge and Try-Cocks
- Shunt Push Button
- Operating, High Limit, and Modulating Controls
- 4 ½" Steam Pressure Gauge
- 3" Stack Thermometer
- 1 ¼" Feedwater Gate and Check Valve
- 1 ½" Bottom Blowdown Valves
- Full Length Perforated Skimmer
- Relief Valves
- 16" Integral Stack Damper
- Chemical Feed Connection with Diffuser

One (1) **Power Flame C4-G-30** Burners complete with the following:

- Up to 1 psi Gas Pressure
- 460V Supply
- 5 HP Blower Motor
- 135 Ohm Manual Potentiometer with Manual/Auto Switch
- Modulating Gas Butterfly Metering Valve
- Intermittent Gas Pilot with 6kV Ignition Transformer
- Prepurge: Proven Open Damper Prepurge Sequence

GEORGIA: 3920 Greenside Court, Dacula, GA 30019
FLORIDA: 2155 McMullen Booth Road, Clearwater, FL 33759
770-932-0954 aj@boilersburnersandcontrols.com 404-626-8856

"Innovative Solutions"

Boilers Burners and Controls

- Fixed Premix Tube
- C30-MOD-UL-M Gas Train complete with the following:
 - ✓ 3" Ball Valve Leak Test Cock
 - ✓ LGP-A 2-14" Low Gas Pressure Switch
 - ✓ 3" Auxiliary Motorized Valve Body/Actuator
 - ✓ 3" Motorized Valve Body/Actuator with Proof of Closure
 - ✓ HGP-A 2-16" Manual Reset High Gas Pressure Switch
 - ✓ 3" RV-111 Main Gas Pressure Regulator
 - ✓ 3" Ball Valve Main Gas Shutoff Cock
- RM7800L Flame Safeguard
- Ultraviolet Flame Detector
- 15 ½" x 24" Control Panel
- 500VA Stepdown Transformer

The price for the Boiler/Burner Package above is **\$58,452.00** plus applicable tax and freight.

Startup for the 100 HP Boiler above is **\$2,000.00** and includes two days of labor.

*Installation is to be complete and ready for commissioning. Any delays will result in current T&M rates.

Terms: 50% Down, Balance Due Upon Delivery. BB&C Terms and Conditions apply
Binding: Pricing is valid for 30 days.
Delivery: 4 weeks
Notes:

BB&C appreciates the opportunity to present this proposal and trust that it meets with your approval. If you should you have questions or require additional information, please do not hesitate to contact us at 770-932-0954.

Best Regards,
BOILERS BURNERS & CONTROLS

AJ Flores

AJ Flores / Sales Engineer

GEORGIA: 3920 Greenside Court, Dacula, GA 30019
FLORIDA: 2155 McMullen Booth Road, Clearwater, FL 33759
770-932-0954 aj@boilersburnersandcontrols.com 404-626-8856

"Innovative Solutions"

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

Date of School Board Meeting: January 27, 2015

TITLE OF AGENDA ITEM: Resolution to sell property

DIVISION: Department of Facilities

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

PURPOSE AND SUMMARY OF ITEM: For board approval of resolution stating the sell of Havana Elementary School and property.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

RESOLUTION OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
REGARDING SALE OF CERTAIN PROPERTY TO THE GENERAL PUBLIC

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has determined that the Havana Elementary School (HES) campus is no longer needed for educational purposes at the end of the school term 2014/2015; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has, in a public School Board meeting, determined that the school located at 705 South Highway 27 North in Havana, Florida be sold; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has determined that the sale of the school would be in the best interest of the public; and

WHEREAS, The SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA has resolved to sell the school and property at the Havana Elementary Campus to the highest bidder; and

BE IT THEREFORE RESOLVED, by the SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA that the school and property located on the campus of Havana Elementary School be sold

ADOPTED this 27th day of January, 2015

Attest:

THE SCHOOL BOARD OF
GADSDEN COUNTY, FLORIDA

*Superintendent or designee
for the Superintendent*

Chairwoman

Acquisition and Disposal of Real Property.

- (1) **Authority.** Boards, including universities, are authorized to purchase, own, convey, sell, lease, trade and encumber real property. A Board planning to acquire sites, existing facilities or new facilities, through purchase, gift, lease, lease-purchase or otherwise, shall comply with all laws, procedures, and requirements pertaining to the appropriation and use of capital outlay funds, including appraisal and/or condemnation procedures.
- (2) **Florida Inventory of School Houses (FISH).** Real property owned or acquired under a long-term lease/use agreement (40 or more years) by a school board shall be included in the inventory update as reported to the Department. All satisfactory relocatables owned, leased, lease-purchased and rented (regardless of the terms and length of rental agreement) by or through a school board shall be included in the inventory.
- (3) **Location.** The location of educational facilities shall be consistent with the comprehensive plan of the appropriate local governing body and consistent with the plan's implementing land development regulations.
- (4) **Disposal of Real Property.** A Board may dispose of any land or other real property by resolution of such Board, if recommended in an educational plant survey and if determined to be unnecessary for educational or ancillary purposes. Upon disposal of any land or real property, funds received shall be deposited into a depository account pursuant to SREF, section 2.1(4)(a)-(h) and credited to the fund source used for the original acquisition. If the original acquisition was by private grant or donation, the proceeds from the sale shall be deposited into a depository account pursuant to SREF, section 2.1(4)(h), and shall be expended only on capital outlay projects unless otherwise prescribed by the grantor or donor in writing or in a written agreement with the Board. If the original fund source cannot be determined, proceeds of the sale shall be credited pursuant to SREF, section 2.1(4)(h) and shall be expended only on capital outlay projects. This section does not apply to the granting of easements, rights-of-way or leases of Board property for no consideration.

See rule 6A-2.0010, FAC, and sections 163.31777, 267.061, 562.45(2)(a), 1001.42(11), 1001.64(37), 1010.01, 1010.02, 1011.01(3), 1011.06, 1011.09, 1011.60(1) and (5), 1013.02, 1013.14, 1013.24, 1013.28(1), 1013.31, 1013.33, 1013.36, 1013.37, 1013.40, F.S.

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District: 20-GADSDEN COUNTY SCHOOL DISTRICT **Survey:** Survey: 3 - Version: 1 **Status:** Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 3 - Version 1
Facility Name: HAVANA ELEMENTARY
Address: 705 U S 27 S, HAVANA

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	2 - SCHOOL CONDITIONALLY RECOMMENDED FOR CONTINUED USE
Facility Use	ELEMENTARY	ELEMENTARY
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 5	GRADE 5
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	744	0	744
Reloc. Stations	94	0	94
Mod. Stations	0	0	0
Total Stations	838	0	838
Utilization Factor	100%		100%
School Capacity	838		838
COFTE Student Membership	492		0
Survey Annotation	Students in Havana Elementary will move to Havana Middle when construction on 25 new classrooms are complete, Havana Middle will then be Havana K-8.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Project Cost					\$0	

HAVANA ELEMENTARY	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District: 20-GADSDEN COUNTY SCHOOL DISTRICT
 Survey: Survey: 3 - Version: 1
 Status: Active Pending

District Name: GADSDEN COUNTY SCHOOL DISTRICT
Survey: Number 3 - Version 1
Facility Name: HAVANA MIDDLE (NEW)
Address: 1100 E 9TH AVENUE, HAVANA

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	MIDDLE	COMBINATION
Low Grade	GRADE 6	PRE-K E S E
High Grade	GRADE 8	GRADE 8
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	575	244	819
Reloc. Stations	0	0	0
Mod. Stations	0	0	0
Total Stations	575	244	819
Utilization Factor	90%		90%
School Capacity	517		737
COFTE Student Membership	187		710
Survey Annotation	Construction of 16 classroom addition to accomodate elementary students from Havana Elementary. Building 9 is to be used as a school based health clinic, to provide primary health services for students, employees and families in collaboration with the Gadsden County School Board and the Gadsden Co. Health Department. Building 9 has been removed from FISH in order to remove student stations and turn over it's use to the GCHD.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
\$0	\$0	\$0	\$0	\$662,500	\$12,832,636	\$8,491,104
			Estimated Total Project Cost		\$21,986,240	

EDUCATIONAL PLANT FIVE YEAR SURVEY REPORT

District:

Survey:

Status:

20-GADSDEN COUNTY SCHOOL DISTRICT

Survey: 3 - Version: 1

Active Pending

HAVANA MIDDLE (NEW)	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
New Construction 2012			New Construction: Adding 16 units of PRIMARY CLASSROOM (K-3) (882 NSF), 8 units of STUDENT RESTROOM (MALE) (50 NSF), 8 units of STUDENT RESTROOM (FEMALE) (50 NSF)	18,912	288	\$8,491,104	\$449	\$29,483
Remodeling 2011	20	9	Removed NSF (6250), Added NSF (0), Difference NSF (6250), Percent (100%), Removed Stations (44), Added Stations (0) Remodeling: Removing Room 902 (529 NSF), Room 903 (35 NSF), Room 904 (35 NSF), Room 905 (113 NSF), Room 906 (183 NSF), Room 906A (60 NSF), Room 907 (997 NSF), Room 908 (39 NSF), Room 910 (61 NSF), Room 911 (2740 NSF), Room 913 (95 NSF), Room 914 (73 NSF), Room 915 (216 NSF), Room 917 (206 NSF), Room 918 (868 NSF)	-6,250	-44	\$662,500	\$106	\$0
Renovation 2013			Renovating: Apply HVAC Systems to the entire facility HAVANA MIDDLE (NEW).	103,489	0	\$6,416,318	\$62	\$0
Renovation 2013			Renovating: Apply Floor Cover to the entire facility HAVANA MIDDLE (NEW).	103,489	0	\$6,416,318	\$62	\$0

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9c

Date of School Board Meeting: January 27, 2015

TITLE OF AGENDA ITEM: (RFP) Energy Conservation Consulting Services

DIVISION: Department of Facilities

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

PURPOSE AND SUMMARY OF ITEM: For board approval of RFP for Energy Conservation Consulting Services. These services will help the school district staff and students with ways to conserve energy and save dollars on utility costs.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNFATUES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

REQUEST FOR PROPOSAL (RFP)

ENERGY CONSERVATION CONSULTING SERVICES

Request for Proposal Issue Date:

PROPOSAL MUST BE RECEIVED AND TIMESTAMPED PRIOR TO:

Date: February 24, 2015

Time: 2:00pm (EST)

This document constitutes a request for sealed proposals, including prices, from qualified individuals and organizations to furnish those services and/or items as described herein.

Proposals must be mailed or hand carried to the School Board of Gadsden County, 35 Martin L. King Blvd, Quincy, FL 32351.

POSTING: Recommended awards will be posted at the School Board of Gadsden County, 35 Martin L. King Blvd, Quincy, FL 32351, website: <http://www.gcps.k12.fl.us/> on or about February 27, 2015 at 5:00pm (EST).

BOARD DATE: Results will be presented for Board action on or before March 24, 2015 at 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351.

Wayne Shepard
Director of Facilities

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

REQUEST FOR PROPOSAL (RFP)

ENERGY CONSERVATION CONSULTING SERVICES

REQUIRED RESPONSE FORM

Proposal Certification

I hereby certify that I am submitting the following information as my company's proposal and understand that by virtue of executing and returning with this proposal the REQUIRED RESPONSE FORM, I further certify fully, complete and unconditional acceptance of the contents of this proposal, and all attachments and the contents of any addendum released hereto.

Unless indicated otherwise below, the prospective proposer certifies, by submission and signature of this proposal that the proposer complies fully with the drug-free workplace certification on page 11. Please indicate in the space provided whether or not your company meets the drug-free workplace certification.

_____ Does meet the drug-free workplace certification

_____ Does *not* meet the drug-free workplace certification

PROPOSER (firm name) _____

STREET ADDRESS _____

CITY & STATE _____

PRINT NAME OF AUTHORIZED REPRESENTATIVE _____

SIGNATURE OF AUTHORIZED REPRESENTATIVE _____

TITLE _____ DATE _____

TELEPHONE _____ FAX _____

EMAIL ADDRESS _____

FEDERAL I.D. _____

NOTE: Entries must be completed in ink or typewritten. *An original manual signature is required.*

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

REQUEST FOR PROPOSAL (RFP)

ENERGY CONSERVATION CONSULTING SERVICES

INTENT

The School Board of Gadsden County, Florida (GCSD) is seeking the services of a qualified energy management consulting firm to develop and implement an energy management conservation program for the district. The contract will be effective for five (5) years from date of award, in addition to a training period not to exceed six (6) months.

SCOPE

GCSD invites proposals from qualified firms experienced in behavior based energy management. It is desired that the contractor be paid a fee that is a percentage of the savings accruing to the district as a direct result of the services provided by the contractor. However, other fee options will be considered. Services sought include the following:

- A. Implementation of a formalized energy conservation program. The proposal shall not include or depend on capital expenditures, mechanically retrofitted devices, or installation of computerized control systems.
- B. The proposal must focus on behavioral changes by the school district's staff and students rather than mechanical changes to the facilities. The behavioral changes desired should encourage a more conservative use of energy and potable water.
- C. Utilization of no more than one (1) GCSD employee as project coordinator hereafter referred to as "energy educator/manager." The energy educator/managers' salary is the responsibility of the consultant for the entire five (5) years. The firm chosen will be expected to closely collaborate with GCSD on the selection of this one individual.
- D. The proposer shall recommend a third-party energy accounting software program to measure the results from the energy conservation program for the district to purchase or license during the time the proposer will provide services to the district. The third-party software must be currently commercially available, must include a component to calculate cost avoidance, and the methodology used to determine cost avoidance must comply with the International Performance Measurement and Verification Protocol (IPMVP).
- E. The proposal must provide that GCSD will manage the third-party software and associated reporting.

GENERAL CONDITIONS

- A. Prospective firms submitting a proposal shall have a minimum of three (3) years’ experience in the area of energy management.
- B. Proposer shall document evidence of ongoing onsite support for the duration of the energy management program. This support will include customized comprehensive monthly onsite audits from facility and date consultants, continuous monitoring and training for the energy managers.
- C. At the end of the 5-year agreement, the GCSD should have a successful, functioning, and GCSD sustainable energy conservation program.

DISTRICT FACILITY DATA

	Actual Expenditures
Electricity	\$1,598,547.29
Natural Gas	\$127,741.70
Heating Oil	\$10,836.10
Water/Sewer	\$125,090.42

Student enrollment for 2014/2015: 5430

Number of schools: 14

Of the district’s 141 buildings, 135 are air conditioned. Of those air conditioned buildings, 78 are controlled by the Department of Facilities energy management system.

GCSD is anticipating moderate future growth and additional buildings.

PROPOSAL REQUIREMENTS

Each proposal shall contain the information requested below in the following order, with sections separated by tabs:

- A. Table of contents
- B. Required Response Form – Proposal Certification Page (page 2)
- C. One-page summary which indicates the projected annual costs and savings resulting from the program for each of the five years and a five-year net total savings. Include a rational for the savings projections.
- D. An overview of the program’s goals and methodology.
- E. The names and resumes of proposed team members who would work on the project and indicate the area of project responsibility for each team member. Indicate information on prior

experience for comparable projects as proposed for GCSD. Also indicate who will act as the project manager for the team.

- F. Statement of time required to complete the project with a proposed timeline showing completion of major milestones.
- G. Statement of basic fee for each year of the agreement. A breakdown of costs shall be provided including, but not limited to, costs for the purchase of third-party software and maintenance, training, travel, etc. The energy program costs will be funded from the existing utility budget or from savings generated by the program.
- H. Statement as to whether the firm is local, regional, or national and indicates the location of the office from which the work is to be performed.
- I. A list of five (5) comparable school districts within the State of Florida where the proposer has implemented a program comparable to the requested program. Include references for these comparable programs. Provide contact information to include name, title, address, and telephone number of district representatives responsible for the program. A form is attached for this purpose (page 14).
- J. A list of governmental agencies that are no longer doing business with you within the past three (3) years.
- K. Savings results related to comparable programs which have either been determined by the client or verified by an independent third-party. Savings must be exclusively from the program. Any savings related to mechanical retrofits or other capital expenditures must be identified separately.
- L. Supplementary information which will assist the district's understanding of the proposer's submittal and company.

ECONOMY OF PRESENTATION

Each proposal shall be prepared simply and economically, providing a straightforward, concise delineation of proposer's capabilities to satisfy the requirements of the RFP. Fancy binding, colored displays and promotional material are not appropriate; however, technical literature may be included in the proposal. Emphasis in each proposal must be on completeness and clarity of content. In order to expedite the evaluation of proposals, it is essential that proposer(s) follow the format and instructions contained herein.

INSTRUCTIONS TO PROPOSERS

Proposals must be submitted in a sealed envelope, clearly identified as RFP for Energy Conservation Consulting Services. Sealed proposals must be received prior to 2:00 p.m. (EST) on February 24, 2015, in

the School Board Purchasing Office at the address shown herein. The official clock for the purpose of receiving proposals is located in the Purchasing Office. All proposals must be date and time stamped by the official clock. Proposals will be opened in the Purchasing Office after the deadline for receiving proposals. Any proposals received in Purchasing after the deadline indicated above will be date and time stamped but will not be opened. It is the proposer’s responsibility to see that their proposal is properly received at the correct location prior to the deadline. Proposals not received at either the specified place, or by the specified date and time or both will be rejected.

All proposals must be signed by an officer or employee having authority to legally bind the proposer (s).

In addition to the original proposal, the proposer is requested to provide six (6) additional copies of his/her proposal.

Proposers should become familiar with any local conditions that may, in any manner, affect the services required. The proposer(s) is/are required to carefully examine the RFP terms and become thoroughly familiar with any and all conditions and requirements that may in any manner affect the work to be performed under the contract. No additional allowance will be made due to lack of knowledge of these conditions.

Proposals not conforming with the requirements provided herein will be subject to disqualification at the sole option of GCSD.

Any proposal may be withdrawn by the proposer, in writing, prior to the date and time the proposals are due. Any proposal not withdrawn will constitute an irrevocable offer, for a period of 90 days, to provide the Board with the services specified in the proposal.

TIME SCHEDULE

Anticipated Schedule of Events

<i>February 2, 2015</i>	Issuance of RFP
<i>February 24, 2015</i>	RFP Opening
<i>February 24-27, 2015</i>	RFP Evaluation
<i>February 27, 2015</i>	Posting of Recommendation
<i>On or before March 24, 2015</i>	School Board Award of Contract

Response to inquiries regarding the status of a proposal will not be made prior to the posting of award recommendation.

BOARD CONTACT INFORMATION

The Director of Facilities is the sole point of contact with regard to this RFP and all contractual matters related to the services described herein. All communication concerning the RFP must be addressed, in writing to:

Wayne Shepard, Director of Facilities
 35 MLK Blvd, Quincy, FL 32351
 shepardw@gcpsmail.com

RFP ADDENDUM

GCSD may modify the Request for Proposal at any time prior to the proposal due date by issuance of a written addendum to all vendors who are participating. Addenda shall be numbered consecutively and initiated by the Director of Materials Management of designee. No other person shall be authorized to make changes verbally or in writing. It shall be the responsibility of the proposer to be sure they received all addenda.

No addendum will be issued later than seven calendar days prior to the date of receipt of proposals except an addendum withdrawing the request for proposals or one that includes postponement of the date for receipt of proposals.

No verbal or written information that is obtained other than by information in this document or by addendum to this RFP will be binding on GCSD.

Complete and return each addenda form, if they are issued, with the proposal.

AGREEMENT/CONTRACT

The RFP, the proposal, and negotiated terms will constitute the complete agreement between the proposer and GCSD. If the proposer requires an additional contract, the proposer should include their sample contract as an attachment to the proposal submitted for review. GCSD reserves the right to conduct pre-contract negotiations with any and all proposers.

EVALUATION OF QUALIFICATIONS

Proposals will be evaluated by an evaluation committee, the composition of which will be determined by GCSD. Proposals that do not conform to mandatory requirements will be rejected. The evaluation committee's recommendations and findings will be tabulated and ranked by the committee. GCSD does not intend to award this contract primarily on the basis of price.

Evaluation of proposals will be made to ascertain which proposer best meets the needs of GCSD based on, but not necessarily limited to, the following criteria:

- A. Prior experience in providing behavior based energy management for public school districts.
- B. Use of effective and appropriate methodology and approach to successfully perform this project.
- C. Qualifications of the individuals assigned to this task.
- D. References
- E. Costs of third-party software and maintenance, training, expenses, etc.
- F. The amount of the percentage savings to be paid to the contractor or other fee proposed.
- G. Whether the firm is a certified minority business enterprise.
- H. Past performance.
- I. Willingness to meet time and budget requirements.
- J. Location of the firm.
- K. Recent, current and projected workloads of the firm.
- L. Any prior awards to the firm by GCSD.

POSTING OF RFP RECOMMENDATION

RFP recommended awards will be posted for review by interested parties, at 35 MLK Blvd, Quincy, FL 32351 on or before February 27, 2015 at 5:00pm (EST), and will remain posted for a period of 72 hours. Failure to file a protest within the time prescribed in Section 120.57(3) Florida Statutes, or failure to protest the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes. If a bidder wishes to protest a bid, they must do so in strict accordance with the procedures outlined in School Board rules. Copies of this procedure are available from the Facilities Department.

AWARD

GCS D reserves:

the right to accept or reject any or all proposals.

the right to waive any minor irregularities and technicalities when to do so would be in the best interest of the District. Minor irregularities is defined as a variation from the Request for Proposal terms and conditions, which does not affect the price of the proposal, or give the vendor an advantage or benefit not enjoyed by other vendors, or does not adversely impact the interest of the GCS D. At its option, GCS D may correct minor irregularities but is under no obligation to do so. In addition, GCS D may, at its sole discretion, request a clarification or other information to evaluate any or all proposals.

the right, before awarding the contract, to require proposer(s) to submit evidence of qualifications or any other information that may be deemed necessary.

the right to conduct personal interviews with any or all proposers prior to selection. The district will not be liable for any costs incurred by the proposer in connection with such interview (i.e., travel, accommodations, etc.).

the right, prior to School Board approval, to cancel the RFP or portions thereof, without penalty.

the right to: (1) accept the proposals of any or all of the items it deems, at its sole discretion, to be in the best interest of the district; and (2) the right to reject any and/or all items proposed for award to multiple proposers.

the right to further negotiate any proposal, including costs, with the highest rated proposer. If an agreement cannot be reached with the highest rated proposer, GCS D reserves the right to negotiate and recommend award to the next highest rated proposer or subsequent proposers until an agreement is reached.

LOBBYING

Proposers are hereby advised that lobbying any GCS D personnel involved with this RFP is not permitted.

Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a School Board member or GCSD personnel on the award of this contract.

Lobbying by any proposer or any individuals on behalf of the proposer will result in ejection/disqualification of said proposer.

CANCELLATION OF AWARD/TERMINATION

GCSD reserves the unilateral right to terminate the contract, without cause, upon ninety (90) days written notice. GCSD will consider proposals that provide that, in the event of such early termination, GCSD will pay some amount of liquidated damages for exercising this termination right. The amount of such liquidated damages, if any, will be subject to negotiation.

DEFAULT

In the event that the awarded proposer violates the terms of the proposal, GCSD may declare a default. Upon default of this agreement, GCSD shall be entitled to pursue all remedies available at law and/or in equity. In the event any litigation occurs between the parties as a result of the contract, the prevailing party shall be entitled to recover reasonable attorney's fees and court costs for any such action.

PROTESTS AND DISPUTES

The Solicitation - Any person who is adversely affected by the terms, conditions and specifications contained in a solicitation, including any provision governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract shall file a notice of protest in writing within 72 hours (Saturdays, Sundays and State holidays excluded) after the posting of the solicitation. A formal written protest shall be filed within 10 days after the notice of protest is filed and must state with particularity the facts and laws upon which the protest is based. FAILURE TO FILE A PROTEST WITHIN THE TIME PRESCRIBED IN SECTION 120.57(3), F.S., SHALL CONSTITUTE A WAIVER OF PROCEEDINGS UNDER CHAPTER 120, FLORIDA STATUTES.

The Decision or Intended Decision - Any person who is adversely affected by GCSD's decision or intended decision shall file a notice of protest in writing within 72 hours (Saturdays, Sundays and State holidays excluded) after the posting of the notice of decision or intended decision. A formal written protest must be filed within 10 days after the notice of protest is filed and must state with particularity the facts and laws upon which the protest is based. FAILURE TO FILE A PROTEST WITHIN THE TIME PRESCRIBED IN SECTION 120.57(3), F.S., SHALL CONSTITUTE A WAIVER OF PROCEEDINGS UNDER CHAPTER 120, FLORIDA STATUTES.

FEDERAL AND STATE TAX

The Board is exempt from federal and state taxes for tangible personal property. Proposer(s) doing business with GCSD will not be exempted from paying sales tax to their suppliers for materials to fulfill contractual obligations with GCSD, nor will any proposer be authorized to use GCSD's Tax Exemption Number in securing such materials.

PUBLIC ENTITY CRIMES

Per the provision of Florida Statutes 87.133(2)(A), A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid, proposal, or reply on a contract to provide any goods or services to a public entity; may not submit a bid, proposal, or reply on a contract with a public entity for the construction or repair of a public building or public work; may not submit bids, proposals, or replies on leases of real property to a public entity; may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity; and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017 for CATEGORY TWO for a period of 36 months following the date of being placed on the convicted vendor list.”

The prospective bidder certifies, by submission and signature of this bid, that neither the bidder, nor its principal, its agent or its representative is presently debarred, suspended, proposed for debarment, declared ineligible, voluntarily excluded from participation in this transaction or otherwise precluded by Florida Statute 287.133 from participating in this contract.

FEDERAL DEBARMENT CERTIFICATION

Certification regarding debarment, suspension, ineligibly and voluntary excluding as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, Part 85, as defined at 34 CFR Part 85, Sections 85-105 and 85-110-(ED80-0013).

- a. The prospective lower tier (\$100,000) participate certifies, by submission and signature of this bid, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- b. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this bid.

DRUG-FREE WORKPLACE CERTIFICATION

Tie bid preference shall be given to businesses with drug-free workplace programs whenever two or more bids are equal with respect to price, quality, and service and are received by the state or by any political subdivision for the procurement of commodities or contractual services. Established procedures for processing tie bids, as more fully set forth herein, will be followed if none of the tied vendors have a drug-free workplace program.

BACKGROUND SCREENING

As required by The Jessica Lunsford Act [s.21 of Ch.2005-28, L.O.F.], if any contractors' employees/independent contractors or subcontractors, employees/independent contractors will have access to school grounds when students are present, have direct contact with students, or have access to our control of school funds, such personnel are required to be screened at Level 2, to include fingerprints, statewide criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. [s.1012.465, Florida Statutes]

The requirements of this law must be met in order for the GCSD to contract with your company. By responding to this Request for Proposal, you agree to abide by all GCSD policies and procedures in regard to The Jessica Lunsford Act. There is a fingerprinting fee associated with these procedures. Refer to the School Board website (<http://www.gcps.k12.fl.us/>), Jessica Lunsford Act. This website is updated as policies and procedures are put into place.

PUBLIC RECORDS LAW

All proposal documents or other materials submitted by the proposer in response to this RFP will be open for inspection by any person and in accordance with Chapter 119, Florida Statutes.

SUB-CONTRACTS

Nothing contained in this specification will be construed as establishing any contractual relationship between any sub-proposer(s) and GCSD.

The proposer(s) will be fully responsible to GCSD for the acts and omissions of the sub proposer(s) and their employees.

After award of contract, any changes to subcontractors or sub proposers requires prior GCSD written approval.

INDULGENCE

Indulgence by GCSD on any non-compliance by the proposer does not constitute a waiver of any rights under this RFP.

PROPOSER'S MAILING ADDRESS

It is the responsibility of every proposer to register and maintain their current mailing address with the GCSD Facilities Department.

ASSIGNMENT OF CONTRACT AND/OR PAYMENT

This contract or agreement is personal to the parties herein and may not be assigned, in whole or in part, by the proposer without prior written consent of GCSD.

The proposer herein shall not assign payments under this contract or agreement without the prior written consent of GCSD.

POSSESSION OF FIREARMS

Possession of firearms will not be tolerated on GCSD property.

"Firearm" means any weapon (including a starter gun or antique firearm) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any destructive device, or any machine gun.

No person who has a firearm in their vehicle may park their vehicle on GCSO property. Furthermore, no person may possess or bring a firearm on GCSO property.

If any employee of an independent contractor or sub-contractor is found to have brought a firearm on GCSO property, said employee will be terminated from the GCSO project by the independent contractor or sub-contractor. If the independent contractor fails to terminate said employee or fails to terminate the agreement with the sub-contractor who fails to terminate said employee, the independent contractor's agreement with GCSO shall be terminated.

VENUE

The laws of the State of Florida shall govern this contract. Venue shall be in Gadsden County, Florida and the sole and exclusive jurisdiction to resolve any disputes arising under the contract shall be in the county or circuit court for the Judicial Circuit in and for Gadsden County, Florida.

INSPECTION AUDIT AND MAINTENANCE OF REPORTS

The Board, the Comptroller of the State, or the Auditor General of the State of Florida, or their duly authorized representatives shall have access to any books, documents, papers and records of the contractor as they may relate to this contract.

CONFLICT OF INTEREST

The award, hereunder, is subject to the provision of Chapter 112, Florida Statutes. All proposers must disclose with their proposal, the name of any officer, director or agent who is also an employee of the School Board. Further, all proposers must disclose the name of any School Board employee who owns directly or indirectly an interest of five percent (5%) or more in the proposer's firm or any of its branches.

INSURANCE REQUIREMENTS

Contractor's Liability Insurance

The insurance required shall be written for not less than any limits of liability required by law or those set forth below, whichever is greater, and shall include contractual liability insurance as applicable to the Contractor's obligations under and in conformance to the following sections:

1. "In consideration of \$10.00 and other good and valuable considerations, the Contractor agrees to indemnify and save harmless the owner from all suits and all costs and damage to the person or property of another resulting from the performance of the work, or by any Subcontractor to anyone directly or indirectly employed by either of them. The limit of the Contractor liability shall be the limits of liability as stated in the liability insurance policies covering this contract.
2. Certificates of Insurance and a copy of each policy shall be transmitted to the Contractor for forwarding to the owner, and any document found to be incomplete or not according to the proper form will be returned as being unsatisfactory. The prescribed form of Certificate of Insurance shall be the AIA Document G705, or other similar form approved by the owner. Coverage cannot be canceled without twenty (20) days' prior Notice to Owner.

3. The Contractor shall purchase and maintain the following minimum insurance from a company or companies properly licensed in the State of Florida and rated A-IX or better by A.M. Best Company and against which the owner will entertain no reasonable objection.

4. Worker's Compensation Insurance: The Contract shall provide and maintain, during the life of this contract, adequate Worker's Compensation Insurance in accordance with the laws of the State of Florida for all his employees at the site of the project, and if any part of the work is sublet, the contract shall require each of the Subcontractors to maintain such insurance for all of their employees who will be so engaged, unless the Subcontractor's employees are protected by the principal Contractor's Workers' Compensation insurance. All persons employed directly and indirectly on the project site by the Contractor and his/her Subcontractors shall be adequately protected by Workers' Compensation Insurance. The Contractor shall provide employer's liability coverage as part of the Workers' Compensation Insurance with minimum limit of \$100,000. Coverage shall be in compliance with Chapter 440, Florida Statutes.

5. Comprehensive Automobile Liability: per person/per occurrence. Coverage shall apply (to ALL VEHICLES owned, rented or used by the Contractor) for the following limits:
 - a. Bodily Injury Liability

- per person	\$250,000
- per occurrence	\$500,000
 - b. Property Damage Liability - per occurrence \$250,000
 - c. Special Insurance – as required by railroads and others

6. Comprehensive General Liability:
 - a. Bodily injury, personal injury, and property damage at \$500,000 per incident or occurrence and \$500,000 per claimant.
 - b. Blanket Contractual to include comprehensive general liability, products and completed operations liability, and contractual liability.

7. Contingent Liability:
 - a. The Contractor shall produce, pay for, and maintain such insurance as well protect the owner from his contingent liability for damages, for injury to the person or property of another which may arise from the operations of all Subcontractors under this Contract. Contractor shall provide Owner's and Contractor's protective liability. The limits of coverage shall be the same as the Contractor's Comprehensive General Liability. The Contractor shall furnish to the owner a letter from Contractor's insurance agent, certifying that the Contractor does carry valid Contractor's Contingent Liability Insurance.

8. Insurance certificates regarding liability coverage, as required by the Contracts Department, shall name Owner as additional named insured and shall be provided upon request.

9. Contract and Subcontractors will be responsible for insurance on their tools and equipment.

Client Reference Form/Proposal Requirement I:

A list of five (5) comparable school districts within the State of Florida where the proposer has implemented a program comparable to the requested program. Include references for these comparable programs. Provide contact information to include name, title, address, and telephone number of district representatives responsible for the program.

1.

Organization Name: _____

Title: _____

Address: _____

Telephone: _____

2.

Organization Name: _____

Title: _____

Address: _____

Telephone: _____

3.

Organization Name: _____

Title: _____

Address: _____

Telephone: _____

4.

Organization Name: _____

Title: _____

Address: _____

Telephone: _____

5.

Organization Name: _____

Title: _____

Address: _____

Telephone: _____

Submitted by:

Proposer (firm name) _____

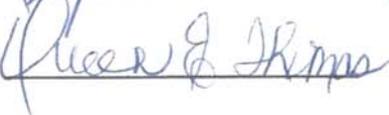
School Advisory Council State Status & Membership Roster

School Year 2014-2015

School St John Elementary

Telephone # 850-627-3442

Principal Signature  Date 10/6/14

SAC Chairperson's Signature  Date 10-6-14

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Canty, Angela	395 Bainbridge Hwy. Quincy, FL 32352	850-508-4471	F	B	Community	Elected
Dallas, Katherine	4463 Bainbridge Hwy. Quincy, FL 32352	850-643-7821	F	W	Teacher	Elected
Fields, Delores	151 Walker Rd Quincy, FL 32352	850-508-4233	F	B	Support Staff	Elected
Forehand, Gwen	318 Dusty House Rd Quincy, FL 32352	850-627-3116	F	B	Parent	Elected
Kenon, Cynthia	276 David Thomas Ln Quincy, FL 32352	850-933-0173	F	B	Parent	Elected
McNelson, Georgette	4463 Bainbridge Hwy. Quincy, FL 32352	850-627-3442	F	B	Teacher	Elected
Stokes, Maurice	310 Charles Willis Dr. Midway, FL 32343	850-322-3852	M	B	Principal	Appointed
Swatts, Nathaniel	72 Cannon Quarter Quincy, FL 32352	850-545-3707	M	B	Parent	Elected
Thomas, Queen	698 Mt. Hosea Church Rd. Quincy Fl. 32352	850-627-3222	F	B	Parent/Chair	Elected
Velasco, Esmerelda	4630 Glory Rd Quincy, FL 32352	850-694-6343	F	H	Parent	Elected
Woods, Terell	70 Granny Ln Quincy, FL 32352	850-743-8329	M	B	Parent	Elected

**Gadsden County
School Advisory Council
Membership Roster**

School Year: 2014/2015

School: West Gadsden High School

Telephone #: (850) 442-9500

Principal's Signature

Pauline West

Date

10/14/15

SAC Chairperson's Signature

[Signature]

Date

11/14/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Anitra Daniels	1223 Hill Street Quincy, 32351	(850) 339-9623	F	B	Chairperson Parent	Peer
Mary E. Jackson	19 Atsco Street Quincy, FL 32351	(850) 875-1099	F	B	Parent	Peer
Rex Barr	323 Barr Road Quincy, FL 32351	(850) 442-4152	M	W	Parent	Peer
Kenya Williams	669 Gregory Street Chattahoochee, FL 32324	(850) 879-6720	F	B	Parent	Peer
Donald Mackey	728 Rice Road Chattahoochee, FL 32324	(850)445-2265	M	B	Parent	Peer
Beatrice Hopkins	4102 Greensboro Highway Quincy, FL 32351	(850) 856-5579	F	B	Parent	Peer
Roiquista Harrison	41 E Marion Street Chattahoochee, FL 32324	(850) 556-7097	F	B	Parent	Peer
Nancy Serria	338 Jackson Street Greensboro, FL	(850) 442-4966	F	H	Parent	Peer
Towanda Thomas	PO Box 164 Greensboro, FL 32330	(850) 442-3481	F	B	Parent	Peer
Allison Avelar	675 Strom Road Quincy, FL 32351	(850) 442-4861	F	H	Student	Peer
Jahmenia Ellis	19 Atsco Street Quincy, FL 32351	(850) 875-1099	F	B	Student	Peer
Ms. Pauline West	200 Providence Road Quincy, FL 32351	(850) 442-9500	F	B	Principal	Peer
Jasmine Sailor	629 Shiloh Road Quincy, FL 32351	(850) 662-1012	F	B	Teacher	Peer
Haston Johnson	16316 State Road 71 South Blountstown, FL 32514	(850) 693-6749	M	W	Teacher	Peer
Kathy Johnson	314 West Washington Street Chattahoochee, FL 32324	(850) 663-2255	F	W	Community	Peer
Deputy Dennis Jones	16064 SE Houston Street Blountstown, FL 32424	(850) 545-3357	M	B	Community	Peer

Gadsden County

School Advisory Council Membership Roster

School Year 2014-2015

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature Juanita B. Ellis Date 1/13/15

Sac Chairperson's Signature Janey B. Butler Date 1/14/15

Name	Address	Phone#	Sex	Race	Position	Method of Selection *
Juanita Ellis	1400 W. King St. Quincy, FL 32351	875-8737	F	B	Principal	
Janey Dupont-Butler	P.O. Box 60 Quincy, FL 32351	875-9583	F	B	SAC Chair	Elected
Bill Stinson	5800 Old Federal Rd. Quincy, FL 32351	875-4803	M	W	Community	Elected
Fabiola Garcia	315 N. Key Street Quincy, FL 32351	875-3806	F	H	Community	Elected
Eugenia Combs	P. O. Box 382 Quincy, FL 32351	627-2643	F	B	Teacher	Elected
Shirley Commodore	3337 Little Zion Rd. Sneads, FL	592-8768	F	B	Teacher	Elected
Tawanda Scott	1625 Rustling Pine Blvd Midway, FL 32343	320-4149	F	B	Teacher	Elected
Hilary Dennis	4377 Cool Emerald Dr. Tallahassee, FL, 32303	567-2500	M	B	Teacher	Elected
Tomeka Lightfoot	1300 W. King St. Quincy, FL 32351	408-3339	F	B	Teacher	Elected
Christina Robinson	320 David Thomas Ln. Quincy, FL 32351	509-9028	F	B	Parent	Elected
Coswellyn Woods	165 Cypress Circle Quincy, FL 32351	442-4982	F	B	Parent	Elected
Keshondra Carroll	283 S. J&J Ln. Quincy, FL 32352	856-5858	F	B	Parent	Elected
Chot'Sani Rogers	509 McCall Rd. Quincy, FL 32352	875-4154	F	B	Parent	Elected
Latasha Dilworth-Porter	P.O. Box 527 Gretna, FL 32332	510-6822	F	B	Parent	Elected
Mimi Robinson	405 Strong Rd., Apt. 115C Quincy, FL 32351	875-4448	F	B	Parent	Elected
Linda Oliver	59 Pinetree Ln. Quincy, FL 32351	544-2839	F	B	Parent	Elected
Sandra Woods	405 Strong Rd., Apt. 142 Quincy, FL 32351	408-3047	F	B	Parent	Elected

Gadsden County

School Advisory Council Membership Roster

School Year 2014-2015

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature _____ Date _____

Sac Chairperson's Signature _____ Date _____

Maria Mateo	768 S. Madison St. Quincy, FL 32351	875-1324	F	H	Parent	Elected
Jose Mateo	768 S. Madison St. Quincy, FL 32351	875-1324	F	H	Student	Elected
Bridgett Franklin	853 Salley Brown Rd. Quincy, FL 32351	408-3351	F	H	Parent	Elected
Jade Franklin	853 Salley Brown Rd. Quincy, FL 32351	408-3351	F	H	Student	Elected

School Advisory Council Membership Roster

School Year: 2014-2015 School: Gadsden Magnet School

Telephone #: 627-7557

Principal Signature: *[Signature]* Date 01/14/15

SAC Chairperson's Signature: *[Signature]* Date 1/15/15

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Cedric Chandler	436 North Calhoun Street	339-4826	M	B	Chairman	Elected
Yolanda Reed	200 Providence Road	442-9500	F	B	Vice Chairman	Elected
Tenesia Clark	1800 West King Street	875-8800	F	B	Secretary	Elected
Avondika Cherry	705 Selman Road	445-4372	F	B	Parent	Elected
Rhonda Cunningham	126 Conrad Court	212-0559	F	B	Parent	Elected
Keisha Lawson	133 Hayward Dupont St.	545-6635	F	B	Parent	Elected
LaTasha Porter	337 Spring Meadows Rd	510-6862	F	B	Teacher	Elected
Monica McMillon	270 Anderson Avenue	539-5423	F	B	Parent	Elected
Richele Robinson	2065 Woodard Road	875-1785	F	B	Parent	Elected
Erika McMillan	P.O. Box 1076	627-9857	F	B	Parent	Elected
Jorge Martinez	118 North Street	627-2451	M	H	Parent	Elected
Dedric Streeter	1127 Sherwood Lane	663-4285	M	B	Parent	Elected
LaWanda Mathews	2116 S. Atlanta Street	321-5603	F	B	Parent	Elected
Claudius Mundoma	813 Jetty Avenue	980-6666	F	B	Parent	Elected
Tanika McNeal	510 Williams Street	662-2300	F	B	Parent	Elected
Judith Hemmingway	P.O. Box 2063	305-772-2220	F	B	Business Partner	Elected
Marleni Bruner	96 Buddy Lane	539-1273	F	B	Parent	Elected
Patrice Choice	P.O. Box 1581	688-8224	F	B	Parent	Elected
Timothy Cole	373 Ballfarm Road	510-2485	M	B	Parent	Elected
Claretha White	500 King Street	627-7557	F	B	Community	Elected
Rebecca H. Gaines	500 West King Street	627-7557	F	B	Principal	Appointed

School Advisory Council Membership Roster

School Year 2014-2015 School: Galloway Academy Charter School

Telephone # 850-662-1240

Principal Signature *James D. Madson* Date: January 15, 2015

SAC Chairperson's Signature *Alma Venisee* Date: January 15, 2015

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Alma Venisee	P.O Box 105 Quincy, FL 32353	850-570-2003	F	B	Chairperson	Elected
Shannon Pete-Brown	106 THARPE CIRCLE QUINCY, FL 32351	850-933-0526	F	B	VP	Elected
Dreunna Holland	2518 WINTERVILLE DRIVE AUGUSTA, GA 30909	850-445-4987	F	B	Community	Elected
Vincent Rich	P.O. BOX 922 MIDWAY, FL 32343	850-743-8691	M	B	Asst. VP	Elected
Krystal Baker	210 DIXIE DR., APT B4 TALLAHASSEE, FL 32304	850-491-0278	F	B	Secretary	Elected
Traneisha Galloway	1588 Rustling Pines Blvd. Midway, Florida 32343	850-597-8486	F	B	Principal	Appointed
Chelsie Lerman	4127 Castellan Dr. Tallahassee, Florida 32308	619-518-0589	F	W	Teacher	Elected
Paulette Chavez	1822 Deer Tree Tallahassee, Florida 32304	850-264-3667	F	H	Teacher	Elected
Denorice Dillard	182 Joyner Road Midway, Florida 32343	850-661-0227	F	B	Parent	Elected
LaKenya Jackson	1160 Dodger Ball Park Quincy, Florida 32351	850-339-8627	F	B	Parent	Elected
Carrillo Georgia	1333 E Jefferson St Quincy, Florida 32351	850-445-1049	F	H	Parent	Elected
Sophia Gonzalez	85 Primerose Ln Quincy, Florida 32351	229-205-4098	F	H	Parent	Elected
Maria Jimenez	1430 MT Pleasant Rd Quincy, Florida 32332	850-274-7567	F	H	Parent	Elected
Nancy Jimenez	1488 Mt Pleasant Rd Quincy, Florida 32352	850-519-7791	F	H	Parent	Elected
Niesha Childress	317 S. 12 th St. Quincy, Florida 32351	850-627-4723	F	B	Parent	Elected
Jennifer Price	632 S. Lincoln St Quincy, Florida 32351	850-627-8944	F	B	Parent	Elected
Felicia Williams	1408 Cane Creek Rd Quincy, Florida 32351	850-875-1251	F	B	Parent	Elected

Gadsden County-Crossroad Academy Charter School of Business

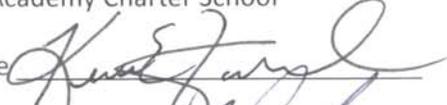
School Advisory Council Membership Roster

School Year: 2014-2015

School: Crossroad Academy Charter School

Telephone: 850-875-9626

Principal's Signature



Date

1-12-15

SAC Chairperson's Signature



Date

1-12-15

Name	Address	Phone#	Sex	Ra ce	Position	Method of Selection
Major Willie Jackson	107 Love St. Quincy, Florida 32351	850-875-2906	M	B	Chairman	Elected
Mrs. Kerywn Wilson	433 Canopy Lane Quincy, FL 32351	850-459-6140	F	B	Board Member	Elected
Ms. Monica Moye	8622 Salem Road Quincy, FL	850-445-0308	F	B	Comm./Board Member	Elected
Mr. Rahmon Stewart	85 Loblolly Lane Midway, FL 32343	850-329-0088	M	B	Comm./Board Member	Elected
Mr. Kevin Forehand	113 Monroe Creek Drive Midway, FL 32343	850-339-2255	M	B	Principal	Appointed as Required
Ms. Cynthia Shingles	4582 Rustic Road Wakulla, FL 32327	850-556-9667	F	B	Ed. Support Member	Elected
Mr. De'Garryan Andrews	214 Glade Road Havana, FL 32332	850-728-2657	M	B	Teacher Member	Elected
Ms. Camry Floyd	635 Strong Rd., Apt. 31 Quincy, FL 32351	850-345-1218	F	B	Teacher Member	Elected
Ms. Shaikia Bonner	521 Stone Road Tallahassee, FL 32301	850-345-9854	F	B	Teacher Member	Elected
Mr. Carlos Rodriguez	227 Dupont Avenue Quincy, FL 32351	850-627-6745	M	H	Parent Member	Elected
Mr. Torry McClellan	90 DJ Lane Quincy, FL 32351	850-264-7138	M	B	Parent Member	Elected
Mr. Chukuzimife Nwokeji	1240 Hill Street Quincy, FL 32351	850-363-3562	M	M	Student Member	Elected
Ms. Alexa Phillips	P.O. Box 2145 Quincy, FL 32353	850-576-8865	F	B	Student Member	Elected



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____

DATE OF SCHOOL BOARD MEETING: January 27, 2015

TITLE OF AGENDA ITEM: Approval of School Board Policy number 5410 (Student Progression).

DIVISION: Administration

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to request approval of School Board Policy number 5410 (Student Progression).

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY:  Rosalyn W. Smith

POSITION: Deputy Superintendent

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: _____

GADSDEN COUNTY SCHOOL BOARD

REGULAR MEETING: January 27, 2015

Suggested script for amending Gadsden County School Board Policy number 5410 (Student Progression).

() CHAIRWOMAN

The next agenda item is Item Number ____ which includes consideration of, and action upon School Board Policy number 5410 (Student Progression).

Based upon professional judgment and past experience, modifications of this policy will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on January 27, 2015, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on Policy number 5410 (Student Progression).

This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.

() SUPERINTENDENT

Mr./Madam Chairperson, each member of the Board has been furnished a copy of the proposed policies previously described by you. I

recommend that the Board amend School Board Policy number 5410
(Student Progression).

() CHAIRWOMAN

If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time.

(QUESTIONS, COMMENTS, ETC., IF ANY.)

() A MEMBER

Mr./Madam Chairperson, I move to amend School Board Policy number 5410 (Student Progression).

() A MEMBER

I second the motion.

() CHAIRWOMAN

There is a motion and a second to amend School Board Policy number 5410 (Student Progression).

Is there any further discussion? All in favor of the motion please say aye- All opposed... The policy has been amended and it is so ordered.

The next item on the agenda is Item Number ____.

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: November 18, 2014

The School Board of Gadsden County, Florida, hereby gives notice of its intent to amend Gadsden County School Board Policy Numbered 5410 (Student Progression Plan).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to comply with Florida Statutes 1008.25.

RULEMAKING AUTHORITY: Subsection 1000.41 and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, 1000.43 and 1003.31, Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policy Numbered 5410 (Student Progression Plan) in order to be in compliance with Florida Statutes 1008.25..

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING, SCHEDULED FOR 6:00 PM, ON: Tuesday, January 27, 2015.

PLACE: Max D. Walker School Administration Building, 35 Martin Luther King, Jr., Blvd., Quincy, FL 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: Rosalyn W. Smith, Deputy Superintendent

NAME OF THE PERSON WHO APPROVED THIS RULE: Reginald C. James, Superintendent of School

DATE OF SUCH APPROVAL: November 18, 2014

A COPY OF THE POLICY 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

STATE OF FLORIDA
COUNTY OF GADSDEN

Before the undersign
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Sworn to and subscribed by
this 21 day of NOV

Maria McLendor
NOTARY PUBLIC PRINT

Maria McLendor
NOTARY PUBLIC SIGN.

Personally Known by Me.
Produced Identification ___
Type of Identification Pro

PROOF OF PUBLICATION
TWIN CITY NEWS

Published Weekly at Chattahoochee,
Gadsden County, Florida

ned for December 3rd

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afternoon at and program simple robots.
The Gadsden County Public school
Library provides a relatively new
e-library system. Accessibility
through the site
http://gcpl.axis360.baker-tay-
lor.com or by simply clicking the
axis icon, located on the library's
web page www.gcpls.org, this
system is innovative, is user-
friendly, currently has over 200
titles and is growing.
If you need help or simply
need additional information,
regarding any of these programs
or e-books, please feel free to
contact your local library branch.
The William A. McGill Library can
be reached at 627-7106; Cowen
Public Library at 663-2707; or
Havana Public Library at 539-
2844.

STATE OF FLORIDA
COUNTY OF GADSDEN

SS.

Before the undersigned authority personally appeared KATHY S. JOHN-
SON, who on oath says that she is Publisher of *Twin City News*, a weekly news-
paper published at Chattahoochee, in Gadsden County, Florida; that the attached
copy of the advertisement, being a
Legal Notice
Notice of Intent to Amend Policy;
Gadsden County School Board;
in the Gadsden Court, was published one (1)
times in said newspaper in the issues of November 20, 2014.

Affiant further says that the said *Twin City News* is a newspaper published
at Chattahoochee, in said Gadsden County, Florida, and that the said newspaper has
heretofore been continuously published in said Gadsden County, Florida, each
THURSDAY and has been entered as second-class mail matter at the post office
in Chattahoochee, in said Gadsden County, Florida, for a period of one (1) year pre-
ceding the first publication of the attached copy of advertisement; and affiant fur-
ther says that she has neither paid nor promised any person, firm, or corporation
any discount, rebate, commission or refund for the purpose of securing this adver-
tisement for publication in the said newspaper.

Kathy S. Johnson
Publisher

Sworn to and subscribed before me
this 21 day of NOV., A.D., 2014.

Maria McLendon
NOTARY PUBLIC PRINTED NAME

Maria McLendon
NOTARY PUBLIC SIGNATURE

Personally Known by Me
Produced Identification _____
Type of Identification Produced _____



MARIA MCLENDON
MY COMMISSION # EE 857883
EXPIRES: January 4, 2017
Bonded Thru Budget Notary Services

The School Board of Gadsden County

Bylaws & Policies

Unless a specific policy has been amended and the date of the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Gadsden County were adopted on June 25, 2013, and were in effect beginning June 26, 2013.

5410 - STUDENT PROGRESSION

The School Board shall provide for the placement, acceleration, and progression of students through adopted comprehensive student progression plans that must, at a minimum:

- A. provide standards for evaluating each student's performance, including how well s/he masters the performance standards approved by the State Board of Education;
- B. provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on Statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style;
- C. provide appropriate alternative placement for a student who has been retained two (2) or more years;
- D. list the student eligibility and procedural requirements established by the School District for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to F.S. 1002.3105;
- E. notify parents and students of the District's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to F.S. 1002.3105;
- F. advise parents and students that additional ACCEL options may be available at the student's school, pursuant to F.S. 1002.3105;
- G. advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to F.S. 1002.3105;
- H. advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to F.S. 1002.3105;
- I. advise parents and students of the early and accelerated graduation options pursuant to State law and Policy [5464](#) - Accelerated Graduation Options;
- J. list, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to F.S. 1007.271.

F.S. 1002.3105, 1003.4156, 1003.428, 1003.4281, 1003.429, 1003.43
F.S. 1007.271, 1008.25
F.A.C. 6A-1.094222

STUDENT PROGRESSION PLAN

2014 – 2015 (REVISED)

“Building a Brighter Future for All Students”

GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351
850-627-9651

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

PENDING SCHOOL BOARD APPROVAL

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FOREWORD

In 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

Statement of Beliefs

The Gadsden County School District believes that . . .

All students can learn.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system.

Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning.

Education is the key to opportunity and social mobility.

A safe and supportive learning environment promotes student achievement.

Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work.

The chief priority of any school system should focus on learning across the system. (Student learning, professional learning, and organizational learning)

The development of a caring school community should be a priority for our school system.

The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

VISION STATEMENT

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life.



MISSION STATEMENT

Our mission is *Building a Brighter Future* as we prepare students for success in life.



ELEMENTARY STUDENT PROGRESSION

LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)

I. ENTRANCE REQUIREMENTS AND PLACEMENT

A. INITIAL ENTRY INTO KINDERGARTEN

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- a. Evidence of child's date of birth.
- b. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
- c. Evidence of immunizations.
- d. Evidence of a medical examination completed within the last twelve months.

B. INITIAL ENTRY INTO FIRST GRADE

Prior to placement in first grade, students are required to:

- a. Be six years of age on or before September 1 of the school year, and
- b. Have successfully completed a public school kindergarten program, or who otherwise meets the criteria through ACCEL (See section XII)
- c. Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card or letter by the administrator of the school, certifying satisfactory completion of a kindergarten program.

C. TRANSFERS FROM OUT-OF-STATE SCHOOLS OR OUT-OF-COUNTRY SCHOOLS

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

Students who transfer from an out-of state school/country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- a. Status as legal residents of that state/country at the time of their child's enrollment.
- b. Child's date of birth.
- c. Immunization.
- d. A medical examination completed within the last twelve months.
- E. An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student.

D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE SCHOOLS

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten.

A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- a. Academic performance/concept development
- b. Communication competence
- c. Social/emotional behavior
- d. Health and physical development
- e. Home language
- f. English language proficiency assessment
- g. Previous academic records

II. PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

A. ADEQUATE PROGRESS

Adequate progress in reading and mathematics as demonstrated by student performance on the Florida Standards as measured by the Florida Standards Assessment in grades 3-5 and district/classroom assessments in grades KG-2nd. Such assessments may include, but not be limited to: standardized assessments, state benchmark assessments, classroom performance assessments, fluency probes, reading comprehension level, etc.

B. ADEQUATE PROGRESS LEVELS

Grade Level	English/Language Arts	Mathematics	Science
K	<i>iReady</i> 46-60	<i>iReady</i> 41-50	District End-of-Year Assessment
1st	<i>iReady</i> 46-60	<i>iReady</i> 41-50	District End-of-Year Assessment
2nd	<i>iReady</i> 39-52	<i>iReady</i> 32-41	District End-of-Year Assessment
3rd	≥ Level 2 FSA	≥ Level 2 FSA	District End-of-Year Assessment
4th	≥ Level 2 FSA	≥ Level 2 FSA	District End-of-Year Assessment
5th	≥ Level 2 FSA	≥ Level 2 FSA	≥ Level 2 FCAT 2.0

C. PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must receive a “satisfactory” grade in language, reading, mathematics, and writing and demonstrate progress in science and social studies. Consideration should also be given to social growth, work habits, and school Readiness Uniform Screening.

D. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

A student must receive passing grades in the areas of reading, language and mathematics, and demonstrate progress in process writing, science and social studies.

E. PROMOTION FROM GRADE 3 TO GRADE 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading.

A 3rd grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

F. PROMOTION FROM GRADE 4 TO GRADE 5 AND FROM GRADE 5 TO GRADE 6

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science.

G. RETENTION DECISIONS

Retention decisions will be made on a case by case basis with the principal having the final decision.

H. SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

I. GRADES / ATTENDANCE

Students who receive a failing grade or have excessive absences may be considered for retention.

J. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP)

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.

III. ASSESSMENTS

A. STATEWIDE ASSESSMENT PROGRAM

All students will participate in the statewide assessment program as specified by [F.S. 1008.22](#). Students performing below the defined proficiency levels in reading and mathematics will receive further assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.

B. SCREENING AND DIAGNOSTIC ASSESSMENT

Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

Students in grades K-5 will participate in regular district or classroom reading, mathematics, science, social studies, and writing assessments.

IV. INTERVENTION AND REMEDIATION

A. SUBSTANTIAL DEFICIENCY IN READING

Students that exhibit a substantial deficiency in reading as determined by standard assessments will be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through standardized assessments at the beginning of the grade following the intensive reading instruction. Teachers will continue to implement intensive reading instruction until the reading deficiency is remediated.

B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

The classroom teachers shall allocate remedial and supplemental instruction (Tier 2 and/or Tier 3) as specified by current Florida Statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

V. PARENT NOTIFICATION AND PROGRESS MONITORING

A. DANGER OF FAILURE NOTIFICATION

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification. [FAC 6A-6.0908]

B. NOTIFICATION LANGUAGE

Notification will be in a language or mode of communication understandable by parents/guardians, unless clearly not feasible.

C. GRADE 3 RETENTION NOTIFICATION

The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.

D. FREQUENT MONITORING OF STUDENT PROGRESS

Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental (Tier 2 and/or Tier 3) instruction. [F.S. 1008.25(4)(c)]

E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

Annually, the school district will provide a written report to parents/guardians in a language they understand, unless clearly not feasible [FAC 6A-6.0908(2)], the following information:

1. the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
2. the results on each statewide assessment test including: FCAT Science Grade 5; and
3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.

VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

A. INTENSIVE INSTRUCTION

Students who are retained will be provided an intensive program that is different from the previous year's program which can include, but not limited to adapting to a student's learning style, change in teacher, change in delivery models, or other assistance.

B. GRADE 3 RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause.

VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

Students who are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

B. GOOD CAUSE EXEMPTIONS

Good cause exemptions for grade three retentions shall be limited to the following: [F.S.1008.25(6)(b)(1-6)]

1. English Language Learner/Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program who meet all other district promotion requirements.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on the alternative assessment adopted by the State Board of Education:

The alternative assessment is provided as another opportunity to demonstrate mastery of third grade reading skills. School districts may choose when to administer the test. Students who score at the 45th percentile or higher on SAT 10 are eligible for promotion to grade 4, and may be promoted if all other district requirements for promotion have been met.

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Language Arts Florida Standards tested benchmarks in reading equal to at least a Level 2 performance.
5. Students with disabilities who participate in the Florida Standards Assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day based upon the school's Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies.

IX. OTHER RETENTION WAIVERS

A. SOCIAL PROMOTION

A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

B. GOOD CAUSE RETENTION WAIVER

The principal, with input from the school intervention team (SIT), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

X. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

A. MID-YEAR PROMOTION

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.

B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria:

For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [\[FAC 6A- 1.094222\]](#).

The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade.

These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. MID-YEAR PROMOTION AUTHORITY

For all mid-year promotions:

The principal will recommend mid- year promotion for all eligible students. The Superintendent/Designee will review and sign all mid -year promotion recommendations.

E. PROGRESS MONITORING PLAN (PMP)

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

A. DIAGNOSTIC ASSESSMENT

Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the *iReady* assessment.

B. GRADE 3 RETENTION READING REQUIREMENT

Students who have been retained once in grade 3 will continue to participate in a 90-minute reading block and receive additional instructional time.

C. READING REMEDIATION FOR MULTIPLE RETENTION

Students who have been retained twice in grade 3 will be provided with 180 minutes of reading instruction.

XII. ACCELERATION

I. Academic Challenging Curriculum to Enhance Learning (ACCEL)

- A. ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

II. Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.**

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

Advanced Work Class – A student is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student’s current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Elementary Acceleration* form (**Appendix B**).
2. The parent must meet with the Principal to review the request and the student’s eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Elementary Performance Contract* (**Appendix C**) prior to acceleration being granted.

XIII. INSTRUCTIONAL PROGRAM

A. STANDARDS AND BENCHMARKS

The District School Board of Gadsden County Curriculum for elementary students is the benchmarks of the Florida State Board adopted Florida Standards in English/language arts, mathematics, science/health, social studies, physical education, and the arts.

B. INSTRUCTIONAL ALIGNMENT AND FOCUS

All teachers shall provide instruction that supports student mastery of the Florida Standards. Students in K-5 shall have regular study of mathematics, science/health, English/language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.

C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

Each school will offer instruction for English Language Learners that complies with the 1990 LULAC/META Consent Decree and with the District School Board of Gadsden County ELL Plan.

XIV. STUDENT RIGHTS FOR INSTRUCTION

A. STUDENT RIGHT TO PARTICIPATE

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S. 1000.05]

B. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) / ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [F.S. 1003.56].

C. PRIMARY LANGUAGE SERVICES

Services will be provided as outlined in the District School Board of Gadsden County ELL Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

D. USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [FS 1003.56]. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English. [FAC 6A-6.0908(3)]

E. DISCRIMINATION POLICY

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. FLORIDA VIRTUAL SCHOOL ACCESS

Students in grades K-5 that meet eligibility criteria outlined in [FS1002.455] may access K-5 courses through K12 Virtual School and PAEC Virtual School.

G. ACCESS TO MIDDLE SCHOOL COURSES

Students in grades 4 and 5 who score at level 5 on FCAT 2.0 reading or math and meet other criteria established in the ACCEL plan have the option to access 6th grade courses through K12 Virtual School and PAEC Virtual School.

H. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School is completely Internet-based and serves students in grades K-12. Students with access to the Internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. Students earn credits through course work completion.

XV. GRADING OF STUDENT PERFORMANCE

A. TEACHER AUTHORITY

The teacher will be the authority in assigning each student a grade.

B. GRADE EQUIVALENT

Elementary (K-2)

For language arts, mathematics, science, and social studies, grades shall be calculated using a standards-based grading scale. Codes used shall be **EX** for Exemplary, **PR** for Proficient, **AP** for Approaching, and **ND** for Needs Development.

The following table shall be used to establish standards-based grades:

Exemplary (EX)	Proficient (PR)	Approaching (AP)	Needs Development (ND)
90% - 100%	70% - 89%	60% - 69%	Below 60%

Quarterly grades for the four (4) core academic courses shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

Elementary (3-5)

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. For grades 3-5, any course other than the four (4) core academic courses, grades of S, N, or U shall be awarded.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

C. OTHER CONTENT AREAS

The academic grades reflecting achievement for art, music and physical education in Grades KG - 5th will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

D. CONDUCT

Student Conduct will be indicated by the following designations:

Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.

Satisfactory Usually participates. Completes class assignments and homework and is attentive.

Needs Improvement Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.

Unsatisfactory Does not participate. Never completes assignments and is disruptive in class.

E. EVALUATION OF ACHIEVEMENT

Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and/or Florida Standards.

F. INSTRUCTIONAL LEVEL

The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student will be indicated by the designation on, above, or below. These designations will be reflected in grades KG–5 quarterly. The designation will indicate the student is working on mastery of Next Generation Sunshine State Standards and/or Florida Standards predominately for that level.

G. KINDERGARTEN COMPETENCIES

Kindergarten grading will be a rubric marked to indicate a student's progress towards mastery of standards.

XVI. REPORT CARDS

A. TEACHER COMMENTS

Teacher comments on the report card can be generated for each subject area.

B. NARRATIVE EXPLANATION OF GRADING SYSTEM

The report card shall contain an explanation of the grading system.

C. QUARTERLY ISSUANCE

Report cards shall be issued quarterly. Additionally, mid-grading period progress reports will be issued for all students.

D. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

E. GRADE REVIEW

Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation.

MIDDLE SCHOOL STUDENT PROGRESSION



MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

A. SUCCESSFUL COMPLETION OF COURSES

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade	English/Language Arts	Mathematics	Science	Social Studies
6	M/J Language Arts 1	Grade 6 Mathematics	M/J Comprehensive Science 1	M/J World Geography
7	M/J Language Arts 2	Grade 7 Mathematics	M/J Comprehensive Science 2	M/J Civics
8	M/J Language Arts 3	Grade 8 Pre-Algebra	M/J Comprehensive Science 3	M/J United States History & Career Planning

* Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the Algebra I statewide, standardized assessment--which must constitute 30% of the final course grade—and earn a passing grade in the course.

**To earn high school credit for geometry or Biology 1, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

***Each student's performance on the statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade.

B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student's transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education.

If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade.

The school principal or designee shall determine whether a student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS 1008.22(3)]

C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will

develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

D. REQUIRED PARENT MEETING

Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [\[F.S.1003.4156\(1\)\(e\)\(1-4\)\]](#)

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. INTENSIVE/INTEGRATED READING

Reading Remediation - If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the District School Board of Gadsden County K-12 Comprehensive Reading Plan as required by [\[F.S. 1001.62\(8\)\]](#).

B. INTENSIVE/INTEGRATED MATHEMATICS

Mathematics Remediation – If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

A. TEACHER AUTHORITY

The teacher shall be the authority in assigning each student a grade.

B. GRADING SCALE

Evaluation of achievement will indicate progress toward the mastery of the Florida Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above average progress
C	70-79%	2.0 GPA	Average progress
D	60-69%	1.0 GPA	Lowest acceptable progress
F	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N			No Grade

C. ASSIGNMENT OF FINAL GRADES

The student's final grade in a course will be determined by-quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

Grade 6

1. For language arts, mathematics, science, and social studies, grades will be calculated based on a yearly average of each quarter's numeric grade (i.e., $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$).
2. Non-core courses shall use the following calculation method: $Q1 + Q2 + Q3 + Q4 / 4 = \text{Course Grade}$.
3. Quarterly grades for the four(4) core academic courses and grade 6 non-core courses shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

Grade 7 and 8

1. For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + \text{End of Year (EOY)} / \text{End of Course (EOC)} (.30) = \text{Course Grade}$.
2. Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
3. For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
4. Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
5. For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + \text{EOY/EOC} (.30) = \text{Course Grade}$.
6. Quarterly grades shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

D. TEACHER COMMENTS

Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

E. FREQUENCY OF REPORT CARD DISTRIBUTION

Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.

F. DANGER OF FAILURE

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [FAC 6A-6.0908].

G. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

IV. EXPECTED PERFORMANCE LEVELS

A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

Students in Florida and Gadsden County are expected to meet state and local performance standards as follows:

Grade	Reading	Mathematics	Science	Social Studies
6	≥ Level 2 Grade 6 FSA ELA	≥ Level 2 Grade 6 FSA Mathematics*	60% or higher End-of-Year Assessment	60% or higher End-of-Year Assessment
7	≥ Level 2 Grade 7 FSA ELA	≥ Level 2 Grade 7 FSA Mathematics*	60% or higher End-of-Year Assessment	≥ Level 2 Civics EOC
8	≥ Level 2 Grade 8 FSA ELA	≥ Level 2 Grade 8 FSA Mathematics*	≥ Level 2 Grade 8 FCAT 2.0 Science*	60% or higher End-of-Year Assessment

*or pass the appropriate high school end-of-course assessment

B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Alternative Assessment instead of FCAT 2.0 or the Florida Standards Assessment.

V. RETENTION

A. MORE THAN TWO FAILURES

Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.

B. TWO FAILURES (GRADES 6 OR 7)

Students in grade 6 or 7 who fail two of the 4 core academic courses have the option to enroll in K12 Virtual School or PAEC Virtual School to participate in credit recovery during the summer. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course through either K12 Virtual School or PAEC Virtual School during the summer. These students are expected to be enrolled in credit recovery for the second failed course during the next school year.

C. ONE FAILURE

Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to do credit recovery through K12 Virtual School or PAEC Virtual School during the summer.

D. PROMOTION TO GRADE 8 OR 9

7th grade students must successfully complete all 6th grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8th grade students must successfully complete all 6th, 7th, and 8th grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.

E. CONDITIONAL PROMOTION (GRADES 7 OR 8)

Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1st quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) PROMOTION/RETENTION

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [FAC 6A- 1.09432].

G. SUMMER SCHOOL IN OTHER DISTRICTS

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.

H. OTHER REASONS FOR RETENTION

Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION POLICY

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grade schools will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken.

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses (see above) are accessible only through K12 Virtual School or PAEC Virtual School programs.

Credit Acceleration Program (CAP) - 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2014-15, these courses include Algebra 1, Geometry, Biology, and United States History.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1.**
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1.**
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1.**
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **October 1.**

- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Multi-Age Gifted – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day.

This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

Procedures - The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (**Appendix F**).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract* (**Appendix G**) prior to acceleration being granted.

Criteria and Procedures

Criteria	Whole Grade Promotion	Mid-Year Promotion	*Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Gifted Multi-Age (3 year program)
School Based, Parental and Teacher-Initiated Requests	Request must be submitted in writing by May 1 of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		School-Based decision
Assessment Results and Grades	<p>A recent FCAT 2.0 Level 5 or FSA Level 5 in reading <u>and</u> mathematics.</p> <p>Final grades in previous school year core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p> <p>Current core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p>		<p>A recent FCAT 2.0 Level 5 or FSA Level 5 in reading <u>or</u> mathematics.</p> <p>Final grades in previous school year core course work being considered for acceleration must reflect 90% or above.</p> <p>Current core course work being considered for acceleration must reflect 90% or above.</p> <p><i>*See Appendix E for Fast-Track Advanced Math Placement Criteria</i></p>		<p>District identified gifted students</p> <p>Students with high academic achievement pending availability as determined by school staff</p> <p>School-based matrix (See school counselor)</p>
Attendance	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days				
Teacher Recommendation	A written recommendation from the student’s current grade level teachers for promotion requested				
School Counselor Recommendation	A written recommendation from the student’s current school counselor for promotion requested				
Principal Approval	In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes.				
District Approval	If promotion involves a change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process.				



VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [FAC 6A-6.0908(2)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

A. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) READING INSTRUCTION

As required by [F.S. 1003.56], the District School Board of Gadsden County will provide ELL/ LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non- ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FCAT Reading or FSA ELA in courses appropriate to their level of English proficiency and reading ability.

B. ENGLISH LANGUAGE LEARNER (ELL)/ LIMITED ENGLISH PROFICIENT (LEP) STUDENT READING PERFORMANCE

Diagnostic, placement, progress monitoring and evaluation of ELL/ LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

A. COURSES AVAILABLE

High School Credit in Middle School

In accordance with Florida statutes 1003.4156 F.S., 1008.22 (3)(c)2.a. F.S., middle grades students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan.

Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

B. GRADE FORGIVENESS

Based on [F.S. 1003.4282(6)], middle school students who attempt Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology 1, Biology 1 Honors, Anatomy and Physiology, Spanish I, Spanish II, or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented on high school official academic transcripts, cumulative student records, and in an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

C. AWARDING OF CREDIT

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade. Please see **Appendix D** for complete description of Middle Grades EOC requirements. Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9th grade. Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

X. TRANSFERS FROM OTHER SCHOOLS

A. FOREIGN STUDENTS

Foreign-Born Students - The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.

B. MILITARY CHILDREN

See **Appendix A** for Military Children

C. HOME EDUCATION

Home Education [F.S. 1002.41]

1. A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.
4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
5. Parents shall provide for annual educational evaluations documenting that the student’s educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

D. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL ACCESS

1. Students, including home education students, may take middle grades level courses offered through the K12 Virtual School and PAEC Virtual each year.
2. K12 Virtual School and PAEC Virtual School courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include K12 Virtual School or PAEC Virtual School course(s).
3. Students requesting to take a course offered by K12 Virtual School or PAEC Virtual School must have parent approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in K12 Virtual School or PAEC Virtual School.
4. Schools must accept all academic grades and credits attempted and/or earned at K12 Virtual School or PAEC Virtual School as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to K12 Virtual School and PAEC Virtual School courses.
5. To avoid academic penalties, students must withdraw from courses based on deadlines set by K12 Virtual School and PAEC Virtual School.
6. A full-time K12 Virtual School or PAEC Virtual School student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

E. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning Options a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during open enrollment periods prior to the beginning of the academic year and at midyear.

K12 Virtual School and PAEC Virtual School are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district's full time virtual program and the eligibility criteria for entering K12 Virtual School or PAEC Virtual School.

PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> • K12 Virtual School and PAEC Virtual School are Full Time district schools. • K12 Virtual School and PAEC Virtual School deliver online instruction through contracted Virtual Instruction Providers. • K12 Virtual School and PAEC Virtual School operate by all District guidelines, policies, and procedures. • K12 Virtual School and PAEC Virtual School follow the District’s Student Progression Plan. • K12 Virtual School and PAEC Virtual School students are <u>required</u> to follow the District Attendance Policy. • K12 Virtual School and PAEC Virtual School follow the District school calendar. • Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s). • Parents and students must attend an orientation session and/or personal interview with the K12 Virtual School or PAEC Virtual School Supervisor or designee prior to enrollment. • Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for K12 Virtual School and PAEC Virtual School students. • Students are provided all required text books and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students’ home from the provider. • Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/ guardian accounts that are set up with the selected Virtual Instruction Provider.
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> • According to section 1002.455, Florida Statutes, students who want to enroll in K12 Virtual School or PAEC Virtual School must meet at least one of the following criteria specified: • Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys. • Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent’s permanent change of station orders.

	<ul style="list-style-type: none"> • Was enrolled during the prior school year in a school district virtual instruction program under Section 1002.45, a K-8 virtual school program under Section 1002.455, or a full-time Florida Virtual School Program under Section 1002.37 (8) (a) of Florida Statutes. • Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
PROMOTION POLICY	<p>Middle school grade promotions requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> • 6th Grade- Language Arts, Math, Science, Social Studies • 7th Grade- Language Arts, Math*, Science, Social Studies/Civics** • 8th Grade- Language Arts, Math*, Science, Social Studies/Career Education and Planning <p>* To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.</p> <p>Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry end of course assessment (EOC) assessment. ** Beginning in the 2014-15 school year, the Civics EOC will constitute 30% of the student’s final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.</p>
EXTRA- CURRICULAR ACTIVITIES	K12 Virtual School and PAEC Virtual School students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school.
STATE /LOCAL ASSESSMENTS REQUIRED	6-8 students take <u>all</u> required state (FSA, FCAT, EOC, etc) and district assessments identified on the District Assessment Calendar.

XI. STUDENTS RIGHTS FOR INSTRUCTION

A. EQUAL ACCESS

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [FS 1000.05]

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [FS 1003.56]. Services will be provided as outlined the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. APPROPRIATE USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [F.S. 1003.56]. No national language minority or English Language Learner student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

D. TEEN PARENT PROGRAM

Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [F.S. 1003.54], pregnant or parenting teens may participate in a teenage parent program.

E. DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board Policies and Procedures.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

HIGH SCHOOL STUDENT PROGRESSION



HIGH SCHOOL (NINTH GRADE THROUGH TWELFTH GRADE)

I. GRADUATION REQUIREMENTS

To graduate from high school with a standard diploma, students must complete the following requirements:

1. Successfully complete all required courses for a standard diploma and earn twenty-four (24) credits.
2. Achieve a cumulative unweighted grade point average of 2.0 on a 4.0 scale.
 - Grade point averages in grades 9-12 shall be calculated on both a weighted (5 point) and unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
 - All state requirements for reporting grade point averages will be computed and reported on an unweighted (4 point) scale. A weighted system for courses in grades 9-12 shall be utilized so that students are not penalized in terms of final “average” or class standing if they undertake rigorous academic work.
3. Pass the appropriate statewide, standardized assessments (FCAT, FCAT 2.0, FSA) and End-of-Course Exams (EOC) required for graduation. Concordant score on the SAT/ACT or other approved tests can be used to meet this graduation requirement.
4. Any home school student wishing to receive a diploma from his/her district high school should get specific information about FCAT 2.0, FSA, EOC (End of Course) and statewide assessments testing from the School Choice office prior to the 10th grade.

II. GRADUATION PLANS AND TIMELINES

A. STUDENTS ENTERING GRADE NINE IN THE 2011-2012 SCHOOL YEAR

4 Credits English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry
Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component
An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)
An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
.5 credit in U.S. Government
.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible courses are specified in the Florida Course Code Directory at
<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

B. STUDENTS ENTERING GRADE NINE IN THE 2012-2013 SCHOOL YEAR

4 Credits of English Language Arts (ELA)

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must have a laboratory component

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

Eligible Courses are specified in the Florida Course Code Directory at

<http://www.fldoe.org/articulation/CCD/default.asp>

1 Credit Physical Education

To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

C. STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advance Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses.

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit for substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

D. STUDENTS ENTERING GRADE NINE IN THE 2014-2015 SCHOOL YEAR

4 Credits English Language Arts (ELA)

ELA I, II, III, IV

ELA Honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and Dual Enrollment courses may satisfy this requirement.

4 Credits Mathematics

One of which must be Algebra I and one of which must be Geometry

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)

3 Credits Science

One of which must be Biology I, two of which must be equally rigorous science courses

Two of the three required credits must have a laboratory component.

An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)

An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)

3 Credits Social Studies

1 credit in World History

1 credit in U.S. History

.5 credit in U.S. Government

.5 credit in Economics with Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education *

To include the integration of health

*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/articualtion/CCD/default.asp>.

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

E. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) PROCEDURES AND GUIDELINES FOR 9-12 HIGH SCHOOL STUDENTS

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP).

Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S. 1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned all of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida statutes F.S. 1003.4156, 1008.22 (3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion in high school.
- **Subject-Matter Acceleration (Credit Acceleration Program – F.S. 1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.
 - The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.
 - The EOC will be administered only at the times established by the state assessment calendar.
 - The score necessary to earn credit will be determined by the state and applied in all situations.
 - Only credit (no grade) will be earned by meeting the passing score on the EOC.
 - For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
 - For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **May 1**.
 - For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **July 1**.
 - For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **October 1**.
 - As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT scores and

grade in the most recent math or science course taken.

- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

II. COURSE CREDIT (F.S. 1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

A. COURSES EXCLUDED FROM CREDIT AWARDING (F.S. 1003.43(7))

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student, and parent).

B. COURSE SUBSTITUTIONS AND WAIVERS (F.S. 1003.4282) AND ANNUAL COURSE CODE DIRECTORY)

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements.

The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

Required Courses	Approved Substitutions
1.0 HOPE (Health Opportunities through Physical Education)	Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels <u>and</u> a passing score of "C" on a Personal Fitness Competency test. OR Completion of two (2) full years of JROTC
1.0 Performing/Fine/Practical Arts	Completion of two (2) full years of JROTC

Other Course(s) with Allowable Substitution	Approved Substitutions
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3)
0.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student’s study of a foreign language (in this case, the foreign language is English for that student)
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of their own country’s primary language	1.0 – 4.0 credits in English (e.g., an Italian student get credit for studying Italian in the same way that an American student gets credit for studying English)
0.5 Credit / 1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S. 1003.43)
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma)

B. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student-athlete. You are responsible for achieving and protecting your eligibility status.

C. COURSE TITLES ON TRANSCRIPTS

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the District School Board of Gadsden County curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

D. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment.

A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state.

Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination.

In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

E. ENGLISH LANGUAGE LEARNERS (ELL) / LIMITED ENGLISH PROFICIENT (LEP) CREDIT

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory.

English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessment have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students.

The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools.

Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

F. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL/LEP.

III. TRANSFER OF CREDITS

A. REQUIREMENTS FOR TRANSFER, FOREIGN-BORN AND/OR ELL/LEP STUDENTS

Students who enter a Florida public school in 11th and 12th grade from out-of-district or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FCAT required in F.S. 1008.22(3), SAT/ACT and other alternate assessments described in F.S. 1008.22. Florida Statutes may change options for alternative assessments. End of course assessments required for the student's grade 9 cohort are required unless specific assessments have been taken in the state the student transfers from. The school counselor and registrar will determine the course and assessment requirements for the transferring student.

The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school.

Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

B. PROCEDURES FOR TRANSFER

The following procedures shall govern transfer of credit:

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

1. Southern Association of Colleges and Schools
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Northwest Association of Accredited Schools
6. Western Association of Colleges and Schools
7. Council of Bilingual Schools
5. Episcopal Diocese of Florida
6. Florida Coalition of Christian Private Schools
7. Florida Conference of Seventh-day Adventist Schools
8. Florida League of Christian Schools
9. Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
10. National Council on Private School Accreditation (NCPSA) member agencies
11. Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
12. Association of Christian Schools International
13. Association of Christian Teachers and Schools, Assemblies of God
14. Association of Independent Schools of Florida
15. Association of Waldorf Schools of North America
16. Christian Schools International
17. Christian Schools of Florida
18. Florida Catholic Conference
19. Florida Association of Christian Colleges and Schools
20. International Christian Accrediting Association
21. Kentucky Nonpublic School Commission
22. Montessori School Accreditation Commission
23. National Independent Private School Association
24. Florida Council on Independent Schools (FCIS)
25. Florida Association of Christian Colleges and Schools (FACCS)

D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required.

Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit.

Students transferring into a public school from a non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

E. TRANSFER FOR HOME SCHOOLS

A student entering a District School Board of Gadsden County high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents shall provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s).

A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

- Portfolio evaluation by principal or designee.
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools.
- Demonstrated proficiencies on nationally-normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.
- Demonstrated by 70% proficiency level on the end of course exam.

Academic Services and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling.

Students who wish to enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.

Foreign exchange students (non U.S. citizens) shall be given the option of accepting the grades earned in course work or accepting a pass/fail designation. [Special note: Acceptance of pass/fail would prohibit student

eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.]

Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their three previous year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation.

In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Transfer of Credit: Educational Opportunity for Military Children – See **Appendix A**

IV. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS

A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

Post-secondary institutions have drop/add procedures and timelines. Students who are enrolled in a Gadsden County high school and taking dual enrollment off the campus of their district school sites must comply with the timelines delineated by the post-secondary institution.

B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

K12 Virtual School and PAEC Virtual School have institutional drop/add procedures and timelines; however, all District School Board of Gadsden County students who participate in K12 Virtual School or PAEC Virtual School must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to K12 Virtual School or PAEC Virtual School, they must remain enrolled full-time in District School Board of Gadsden County schools.

K12 Virtual School and PAEC Virtual School "W/F" codes will be treated as a grade of "F" on the student transcript.

C. GRADE ASSIGNMENT FOR DROPPED COURSES

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

- **Record of Changes:** Courses which are dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.
- **Exceptions:** Exceptions to these rules may be made only by written request to the Principal. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half-credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate to the sample grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards.

Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

V. GRADE LEVEL CLASSIFICATION (F.S. 1008.25)

A. TRADITIONAL HIGH SCHOOL (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS)			
K12 Virtual School, PAEC Virtual School			
END OF YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10th Grade	5	
	11th Grade	11	1.0 English and 1.0 Math
	12th Grade	17	2.0 English and 2.0 Math
2012	10th Grade	6	
	11th Grade	12	1.0 English and 1.0 Math
	12th Grade	18	2.0 English and 2.0 Math

B. TRADITIONAL HIGH SCHOOL: MID-YEAR PROMOTION (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS)			
K12 Virtual School, PAEC Virtual School			
MID YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & 2014	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	6	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math

VI. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on 9th grade/10th grade FCAT reading, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student.

Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and 2 FCAT 2.0 reading students' progress in meeting the desired levels of performance.

VII. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.

For each year in which a student scores a Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses.

Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation.

Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT 2.0 scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See **Appendix J**. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

VIII. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

A. PROMOTION NOTIFICATION OF PROGRESS

Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S. 1008.25). The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information.

Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation.

School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average at or below the minimum grade point average required for graduation pursuant to F.S. 1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

- Referral to the School Intervention Team
- Remedial groups within existing classes
- Extended School Year programs for students who qualify
- Credit recovery programs for students who qualify
- Remedial programs during the day

C. RETENTION FOR ELL/LEP

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient may be made through the action of an ELL/LEP committee [F.S. 1008.25].

D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document.

Based on [FS 1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation' however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D", only the "D" will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student's GPA calculation. In all cases of grade forgiveness, only new grade shall be used in GPA calculation.

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade.

IX. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with post-secondary institutions, business and industry.

The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S. 1003.433).

B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

Each school will offer instruction for English Language Learners/Limited English Proficient (ELL/LEP) that complies with the 1900 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida DOE).

C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENTS

Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22, 1008.34 & 1001.11.

X. COMMUNITY SERVICE

A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is “pass” (P).

Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school.

For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

XI. STUDENT RIGHTS FOR INSTRUCTION

A. STATEMENT OF NON-DISCRIMINATION

All District School Board of Gadsden County classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).

B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners/Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY

No student will be denied appropriate use of his/her primary language [F.S. 1003.56].

D. PARTICIPATION IN RIGOROUS COURSEWORK

Students who score at highly proficient levels on the Grade 10 PSAT may be afforded the opportunity to participate in rigorous honors, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:

- Demonstrate regular school attendance.
- Demonstrate academic performance by grades and standardized test scores (FCAT/FSA, ReadStep, PSAT, SAT, ACT, PERT, etc.).
- Parents/students can select rigorous courses when a student demonstrates master of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
- Any student taking an AP, AICE, or IB course(s) will be required to take the end of the year AP, AICE or IB course tests and any other final exam pertaining to the course.

E. BOARD POLICY ON NON-DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an education program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and /or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and /or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XII. GRADING AND GRADE POINT AVERAGE (GPA)

A. QUALITY POINTS FOR GRADES (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, Pre-AICE, AICE, IB, Level 3 CTE courses, and those approved as “Honors” level by District School Board of Gadsden County:

A= 4.0

B= 3.0

C= 2.0

D= 1.0

F=0

B. QUALITY POINTS FOR HONORS, CTE, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES

Some District School Board of Gadsden County-approved level 3 Honors and CTE, identified Pre- international Baccalaureate and all Advance Placement, International Baccalaureate, Pre-AICE, AICE, and Dual Enrollment courses will receive quality points as follows:

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0

C. COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school counselors will share calculations with students as defined in the district's Guidance Department Handbook.

D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES (F.S. 1006.15(2))

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities.

In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester.

A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year.

A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided:

The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, AND

The student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester.

Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult,

regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

E. GRADUATION GPA (F.S. 1007.27(6))

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S. 1003.43(5)].

F. LEVEL 1 COURSES AND GRADUATION CREDIT

Any Level 1 course may only be taken if the student's assessment indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student's individual education plan or in a student performance plan, signed by the principal, the school counselor, and the parent of the student, or the student if the student is 18 years of age or older. S. 1003.43(7)(d) F.S. with Superintendent/Designee's signature of approval.

XIII. GRADING AND STUDENT PERFORMANCE

A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

Initial and primary authority and responsibility for assessment and reporting of students' classroom performance is assigned to the classroom teacher.

B. GRADING SCALE

The grades reflecting achievement in courses for grades 9 – Adult, with numerical equivalents, shall be:

A =	90 - 100	Outstanding Progress
B =	80 - 89	Above Average Progress
C =	70 - 79	Average Progress
D =	60 - 69	Lowest Acceptable Progress
F =	45 - 59	Failure
I =		Incomplete

C. QUARTERLY GRADES

Quarterly grades shall be computed as follows:

- Assessments (60%)
- Daily Assignments (40%)

D. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + EOY/EOC (.30) = Course Grade$.
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = Course Grade$.
- Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = Course Grade$.

E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.

All teachers are expected to give a mid-term exam.

F. FAILURE OF ONE SEMESTER OF A ONE-CREDIT COURSE

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade.

G. REPORTING OF GRADES AND ATTENDANCE

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. Students are to receive grades for all courses. In addition, the final report card must contain a statement reporting promotion or non-promotion.

H. GRADE CHALLENGE

1. No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a) The grade or evaluation stands, OR
 - b) The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. INCOMPLETE GRADE

Students are to satisfy course requirements within ten (10) days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. GRADE REPLACEMENT/FORGIVENESS

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average.

Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a final grade of "C" or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of "C", "D" or "F" earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of "D", or "F" with a final grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake [F.S. 1003.43(5)(e)]. Under local district policy, if upon retaking a course, improves an "F" with a "D", only the "D" will be calculated in the GPA. If, upon retaking a course, a student earns a second "D", only ONE "D" will be counted in the student's GPA.

K. END-OF-COURSE EXAMINATION RETAKES

Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student's final course average, with the EOC assessment included as 30%, results in course grade of "D" or "F", the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student's final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F" if it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA (F.S. .1003.428(4)(d): "In all cases of grade forgiveness, only the new grade shall be used in the calculation of student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation."

Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

L. REQUIRED INFORMATION FOR REPORT CARDS

Each report card will provide information on grade level status, attendance and tardies. [F.S. 1003.33(1)]

M. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

Designation	GPA Requirement
Cum Laude	3.50 – 3.69 (unweighted)
Magna Cum Laude	3.70 – 3.89 (unweighted)
Summa Cum Laude	3.90 – 4.00 (unweighted)

N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

1. Standard Report Card Requirement (F.S. 1003.33): All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by parents/guardian.
2. Report Card Distribution Schedule is posted on district website.
3. Report cards are to be issued quarterly for all students in grades 9-12.

O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, K12 Virtual School, PAEC Virtual School or Extended School Year programs are not required to complete the 135 hour minimum requirement.
4. All high school students enrolled in the Gadsden County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. EXCUSED ABSENCES

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the District School Board of Gadsden County. Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

R. TIMELINES FOR MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. UNEXCUSED ABSENCES

- All absences, which have not been specifically identified as excused, are unexcused absences.
- A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 1003.24, Florida Statutes.
- Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with attendance policies and procedures.
- When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

T. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS (F.S. 1003.33)

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

U. FULL-TIME STUDENTS

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP Plan.

W. STUDENT RE-ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County shall physically enroll either in the adult day school or an adult evening school. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Superintendent/Designee.

Students may not be enrolled in a regular high school for more than 10 semesters, unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in ninth grade in any public or private school.

Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday, unless enrollment is approved by the principal.

For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

XIV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

A. STANDARD DIPLOMA

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and earn passing scores (as defined by the State of Florida) on the required graduation assessments that are approved by the State of Florida. Standard diplomas will be issued by each high school in the district.

B. CERTIFICATE OF COMPLETION

Option 1:

Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FCAT reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT.

Option 2:

Students may also earn a PERT Eligible Certificate of Completion [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT.

- take the (PERT)
- are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation "College Placement Test Eligible."
- Students who earn a Certificate of Completion may return as a "13th" year student to meet the required GPA and/or earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida. [F.S. 1003.4285 (7b)]
- ELL/LEP students who by the end of grade 12 fail to pass the FCAT shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)]

C. SPECIAL DIPLOMA/SPECIAL CERTIFICATE OF COMPLETION

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry certifications from the list established under F.S. 1003.4285.

E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS

For grade 9 cohorts 2011-12, 2012-13, 2013-14, students must meet the 24-credit standard high school diploma requirements and the following:

- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

For the 2014-15 grade 9 cohort, students must meet the 24-credit standard high school diploma requirements and the following:

- Pass the ELA Grade 11 statewide assessment
- Earn 1 credit in Algebra 2
- Must pass Algebra 2 EOC
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS

A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student

- Takes the respective AP, IB, or AICE assessment and
- Earns the minimum score to earn college credit.

G. GRADUATION PLAN

Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements.

H. CERTIFICATE OF COMPLETION AND COMMENCEMENT

Beginning with the grade 9 cohort of 2014-15, any student who earns a certificate of completion may not participate in commencement.

XV. SECONDARY CREDIT-EARNING OPTIONS

A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance- Based Diploma and Performance-Based Exit Option).

Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

****Students not eligible for military and NCAA****

B. PERFORMANCE-BASED DIPLOMA PROGRAM

Students who participate in and successfully complete the Performance-Based Diploma Program shall receive a regular high school diploma. Students must:

- a) Earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida AND
- b) Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- c) Complete the required credits for graduation

C. PERFORMANCE-BASED EXIT OPTION PROGRAM

In order for students to be eligible for participation in the Performance-Based Exit Option Program, they must:

- a) Be behind to graduate with their kindergarten cohort due to over-age for grade,
- b) Be behind in credits or have a GPA that is less than 2.0,
- c) Be approved by Principal, School Counselor, and Exit Option Coordinator,
- d) Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,
- e) Earn passing scores (as defined by the State of Florida) on the FCAT reading and math or scores on other assessments that are approved by the State of Florida
- f) Have Parent/Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school.

Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT or EOC exams.

D. HOME EDUCATION

A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
2. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must maintain a portfolio of records, education activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County schools and shall be made available for the district school superintendent, or the district school superintendent’s designee, upon 15 days’ written notice.
4. Parents shall provide for annual educational evaluations documenting the student’s educational progress is at a level commensurate with his or her ability.
5. A home education program shall be excluded from meeting the requirements of a school day.
6. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. If eligible, Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
7. Home education students at the high school level may enroll as a part-time student at their zoned school. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal’s approval.
8. In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their district zoned high school must do the following:
 - a) Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
 - b) Designate the 10th grade reading FCAT/FSA and other state assessments as one measure of annual evaluation in the home education evaluation plan.
 - c) Take 10th grade reading FCAT/FSA and successfully meet all current testing requirements in all areas specified by the state.
 - d) Must enroll full time in the district zoned high school for the entire final or “senior” year.
 - e) Must successfully complete all school graduation requirements (testing, credits, GPA).

E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

Only Home Education students who have met all the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FCAT and state assessments requirements in the 10th grade should enroll full time in their district zoned high school no later than the second semester of the 11th grade in order to meet all graduation requirements.

F. K-12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School are full time online district schools for students in grades K-12. Enrollment is allowed during specified open enrollment periods: Prior to the beginning of the academic year and at midyear.

1. Students enrolled in K12 Virtual School or PAEC Virtual School must meet all standards and graduation requirements of the state and district.
2. Students enrolled in K12 Virtual School or PAEC Virtual School are entitled to participate in extracurricular activities at their districted school.
3. All students in K12 Virtual School or PAEC Virtual School must take state required assessments (FCAT, etc.) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Gadsden County School District.
5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
6. Parents must attend an orientation session and/or personal interview with a representative from K12 Virtual School or PAEC Virtual School prior to enrollment.
7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in K12 Virtual School or PAEC Virtual School.
9. Students may remain in K12 Virtual School or PAEC Virtual School for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

G. VIRTUAL SCHOOLS

1. Students, including Home School students, may earn credits offered through the K12 Virtual School or PAEC Virtual School each year.
2. Students who are enrolled in K12 Virtual School or PAEC Virtual School Full Time and meet specified conduct and academic requirements are eligible to participate in extracurricular activities at the district public school to which the student would be assigned. K12 Virtual School or PAEC Virtual School part time program's courses shall be available to students before, during or after the normal school day or during summer school enrollment. Students participating in the part time program must be enrolled in a full schedule in the district high school.
3. Students requesting to take a course through the Virtual School's part time program must have parent and school counselor approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in K12 Virtual School or PAEC Virtual School.
4. Schools must accept all academic grades and credits attempted and/or earned at K12 Virtual School or PAEC Virtual School full time and through K12 Virtual School or PAEC Virtual School's part time program.

5. K12 Virtual School and PAEC Virtual School “W/F” codes will be treated as a grade of “F” on a student’s transcript.
6. K12 Virtual School or PAEC Virtual School part-time enrollment does not grant a high school diploma.

XVI. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

A. ADVANCED PLACEMENT (F.S. 1007.27)

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam.

Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s).

Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are required to take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

B. DUAL ENROLLMENT

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

- a) Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the District School Board of Gadsden County and other accredited post-secondary institutions, including Tallahassee Community College and Florida Agricultural and Mechanical University. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
- b) Dual Enrollment credits may affect a student’s application status and the number of credit hours available in the lower division program of some colleges and universities.
- c) Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term.
- d) Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
- e) For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required PERT/ACT/SAT where applicable.
- f) The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

C. THE CREDIT ACCELERATION PROGRAM (CAP)

CAP is available for the purpose of allowing a student to earn high school credit in a course that requires statewide standardized end-of-course (EOC) assessment if the student attains a specific passing score on the assessment without enrollment or completion of the course. F.S. 1003.4295.

D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school.

Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

Our local Articulation Agreements with surrounding colleges and technical centers ensures that students completing identified secondary Career and Technical Education programs and continue into post-secondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

K-12

EXCEPTIONAL

STUDENTS

PROGRESSION



EXCEPTIONAL STUDENT EDUCATION (ESE)

I. ESE STUDENT RIGHTS AND PARENT NOTIFICATION

A. REGULAR OR SPECIAL DIPLOMA STANDARDS

Status with regard to mastery of standard or special diploma standards should be discussed with parents at each IEP review/revision conference. Additionally, graduation options should be discussed with parents at these conferences to include an explanation of the following:

1. The type of Florida Standards/Next Generation Sunshine State Standards the student is attempting to master (i.e. general education SSS, SSS for special diploma with access points for independent, supported or participatory levels) and the relationship to diploma options (i.e. standard or special diploma).
2. The ramifications of not mastering regular Florida Standards/Next Generation State Standards.

B. ESE STUDENTS AND THE STANDARD DIPLOMA

Nothing contained in this document shall limit or restrict an exceptional student solely to a special diploma or special certificate of completion. Any exceptional student shall be afforded the opportunity to pursue a standard diploma (F.S. 1003.438). The parents of each exceptional student shall be notified of the graduation options available at the IEP meeting prior to grade 9, or upon the 14th birthday, whichever occurs first.

1. When a student is eligible to graduate with a standard diploma or at the end of the school year during which a student turns 22 years old, a notice of *Prior Written Notice of Change of Placement* and a *Summary of Performance* form must be issued to the student and parent prior to graduation.
2. When a student meets the requirements of a special diploma or certificate of completion prior to the age of 22 and indicates that he/she will no longer receive special services, *Prior Written Notice of Change of Placement* form must be issued to the student and parent prior to graduation.
3. ESE students who have met all graduation requirements except passing the FCAT should be notified following the Waiver of the Results of the General Assessment Graduation Requirements meeting that they may:
 - a. Qualify for a regular diploma with a waiver.
 - b. Qualify for a special diploma.
4. For grade 9 students in cohort years 2011-12, 2012-13, 2013-14, if a student meets eligibility for a standard or special diploma, then he/she may participate in graduation ceremonies. In the event a student pursuing a standard diploma opts to receive a special diploma and then return for one or more years to continue to pursue a standard diploma as allowed under the IDEA, the IEP need not be revised to reflect this change. **Students entering ninth grade in 2014-2015 must work toward a standard diploma, following a course of study provided in s. 1003.4282(1)-(9) or s. 1003.4282(11). F.S. Parents must be informed of the choices described in rule 6A-1.09963, Florida Administrative Code (F.A.C.).**

C. FREE APPROPRIATE PUBLIC EDUCATION THROUGH AGE 22 (FAPE 22) [IDEA. 2004-300.102]

Exceptional students who have not earned a standard diploma remain eligible for educational services through the end of the school year in which they become twenty-two years old. [Students must be 21 years the first day of the current school year in order to receive services for that year]. This includes students pursuing a standard diploma, special diploma, certificate of completion or a special certificate of completion. The education and transition needs of these students will be identified in the IEP.

These students are to be enrolled in grade 12 for FEFP purposes, and may attend full-time or part-time.

D. GRADE CLASSIFICATION FOR ESE STUDENTS

High School ESE students will be assigned to grades 9, 10, 11 and 12 according to the requirements prescribed for basic education students as specified in the Student Progression Plan.

E. ONE-CREDIT SCHEDULING OPTION

A multi-credit or single credit year-long ESE course may be scheduled as a ½ credit semester course based on student need.

F. DROP/ADD PROCEDURES FOR ESE STUDENTS

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs as determined by the Individual Education Plan (IEP) team when a student is transferring from a standard diploma course to an ESE course or from an ESE course to another ESE course. The grade in a regular education course may not equate to the same grade in an ESE special standards course due to the differences in the regular and special standards course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change.

II. DIPLOMA AND CERTIFICATE OPTIONS FOR ESE STUDENTS

A. STANDARD DIPLOMA

1. Students in exceptional student education programs must meet all district course and credit requirements in order to receive a standard diploma. Regular education and career-technical courses may be used to meet these requirements. ESE courses may be used as electives. Accommodations may be provided for exceptional students as specified in the IEP.
2. Curriculum frameworks and student performance standards for regular high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [6A-6.0312(1)].
3. Career and technical education courses may be modified for students with disabilities [6A-6.0312(2)], and may be used to meet the requirements of a standard diploma.
4. ESE students must meet the General Assessment Graduation Requirements (unless student meets criteria for waiver) and GPA requirements as specified for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.43(11)(a)].
5. Assessment Waivers for Students with Disabilities (F.S. 1007.02)
 - a. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02).
 - b. For the purposes of this act, the term “student with disability” means any student who is documented as having; a hearing impairment, including deafness; a speech or language impairment; a visual impairment including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia [F.S. 1007.02(2)].
 - c. The ENNOBLES Act also provides for the waiver of the General Assessment Graduation Requirements for graduation with a standard diploma for certain students with disabilities as

defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score [F.S. 1003.43(11)(b)].

- d. Exceptional students eligible for consideration of the waiver are those:
 - i. identified as a student with a disability as defined in section F.S. 1007.02(2).
 - ii. who are currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have a Transition IEP and for whom the FCAT is the graduation test.
 - iii. who have met the district's graduation requirement for academic credits and a 2.0 unweighted cumulative grade point average (GPA) or higher for graduation with a standard diploma.
 - iv. who have demonstrated the knowledge, skills and abilities required by the Grade 10 State Standards.
 - v. who have taken both sections of the Grade 10 General Assessment Graduation Requirements with appropriate allowable accommodations at least twice, once in Grade 10 and once in Grade 11.
 - vi. who have participated in intensive remediation each year following, earning scores below level 3.
 - vii. for whom the IEP team determines that the General Assessment Graduation Requirements cannot accurately measure the student's abilities, even if all appropriate, allowable accommodations are used.
6. If there is sufficient evidence that the student has mastered the applicable State Standards and the IEP team determines that the assessment is not an accurate measure of the student's ability, the General Assessment Graduation Requirements may be waived, and the student may graduate with a standard diploma.
7. An assessment waiver may not be used by students in either of the three-year, 18 credit graduation option plans.
8. Credit earned by students in exceptional student education may be converted to reflect regular education credit upon certification by the exceptional student education teacher that the student has completed the same performance standards as required by the basic education course. If converted, this credit shall count toward the earning of a standard diploma. Course accommodations shall be indicated on the student's IEP.
9. Students may select and move between the special diploma options and/or standard diploma as appropriate. The Individual Educational Plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a standard or special diploma. The chosen diploma option shall be recorded on the IEP prior to entering a high school program. The Parent/Student Notification of Diploma Options form must be completed and the decision shall be reviewed annually.

B. SPECIAL DIPLOMA

6. There are two options provided for earning a special diploma. By Statute, eligible exceptionalities for special diplomas EXCLUDE gifted, speech, and visually impaired. **Students entering ninth grade in 2014-2015 must work toward a standard diploma, following a course of study provided in s. 1003.4282(1)-(9) or s. 1003.4282(11). F.S. Parents must be informed of the choices described in rule 6A-1.09963, Florida Administrative Code (F.A.C.).**

III. SPECIAL DIPLOMA OPTION 1

For students entering grade 9 prior to the 2014-15 school year, Option 1 is based upon mastering state standards, earning the required credits, and earning a minimum 2.0 GPA.

Students will be required to demonstrate mastery of the state adopted performance standards by obtaining a passing grade in approved courses to earn a Special Diploma 1. Students must participate in the State Assessment program (General Assessment Graduation Requirements or Alternate). Reading remediation in grades 11 and 12 will be determined on an individual basis with a focus on functional career readiness.

Students are required to maintain a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.

The following chart details the requirements for Special Diploma Option 1:

COURSES	STUDENTS ENTERING GRADE 9 IN 2007-2008 AND 2008-2009	STUDENTS ENTERING GRADE 9 IN 2009-2010	STUDENTS ENTERING GRADE 9 IN 2010-2011 AND 2011-2012	STUDENTS ENTERING GRADE 9 IN 2012-13 AND 2013-14
English/Reading	4	4	4	4
Mathematics	3	3	4	4
Science	1	1	3	3
Social Studies*	2	2	2	2
Life Management/HOPE	.5	.5	.5	.5
Physical Education/HOPE	.5	.5	.5	.5
Career/Vocational	2	2	4	4
Major area of interest	4	4	NA	NA
Required Credits	17	17	18	18
Electives (traditional schedule)	7	7	6	6
Total Credits for a Traditional Schedule	24	24	24	24

*Note: Career placement or job prep courses may be substituted for social studies credits.

IV. SPECIAL DIPLOMA OPTION 2 (6A-1.0996(1)(B))

For students entering grade 9 prior to the 2014-15 school year, Option 2 is based on demonstrating competency through employment, earning the required credits, and earning a minimum 2.0 GPA.

Students graduating with a special diploma may continue in school until the end of the school year in which the student turns 22 years old, provided that they are age 21 on the first day of school that final year.

Students are eligible to receive a Special Diploma Option 2 when the following requirements are met:

- A. Student has reached the minimum age of 16
- B. The requirements for earning a Special Diploma Option 2 have been updated to bring them in line with the State of Florida recommendations. The new requirements increase the number of credits from 6 (nonspecific) to 8 (specific). The credit requirements are: 2 English/Reading, 2 Mathematics, and 4 Career/Technical Education, one of which must be Career Preparation. In addition, the length of time required to earn the work readiness diploma has been reduced to one semester or 18 weeks of successful paid employment at minimum wage or higher. Students are required to have a minimum 2.0 grade point average. The grade point average (GPA) shall be based on courses fulfilling the Special Diploma Option 2.
- C. Student has a graduation-training plan that indicates the employment/plan is developed by the employer, student, parent and instructor and is maintained in the student's cumulative folder that includes the following assurances:
 1. Student masters 95% of the employment/community competencies as indicated on student's graduation training plan as verified by the employer, transition planner and /or instructor in order to earn a Special Diploma Option 2.
 2. Student is employed in the community at a site where:
 - a) Employer has a federal employer identification number.
 - b) Employer provides student opportunities for interaction with non-disabled co-workers.
 - c) Employer adheres to child labor laws.
 - d) Employer provides an opportunity for advancement and community competencies to be mastered.
 - e) Student's salary is at or above minimum wage in compliance with the requirements of the Federal Fair Labor Standards Act.
 - f) Student is employed full-time (using industry standards) for a minimum of 18 weeks (or one semester).

V. CAREER PLACEMENT OPTIONS FOR ESE STUDENTS

Career Placement or job preparatory courses may be substituted for social studies and/or science credit.

Career Preparation may be taken anytime during grades 9-12 and repeated, as needed, for credit. This course must be taken prior to or concurrently to the first Career Placement course. It is recommended to be repeated with subsequent Career Placement courses.

VI. CERTIFICATE OF COMPLETION

Exceptional students may receive a certificate of completion if they:

- meet the course and credit requirements for a regular diploma, and
- attain the required 2.0 GPA, but
- have not passed the General Assessment Graduation Requirements and have been determined ineligible for a waiver.

VII. SPECIAL CERTIFICATE OF COMPLETIONS CRITERIA (F.S. 1003.438)

ESE students other than Speech only, Visually Impaired only, and Gifted only, may receive a special certificate of completion if they meet district course and credit requirements for a special diploma, but have a grade point average that is less than the required 2.0 GPA and/or have not demonstrated proficiency on alternate assessment.

VIII. GRADING, PROGRESS REPORTS, AND REPORT CARDS FOR ESE STUDENTS

Students in all ESE State Standards for Special Diploma at the participatory level shall receive standard report cards. A supplemental narrative report card may be used to report progress to parents of students following the Next Generation State Standards/Florida State Standards with Access Points for Special Diploma at the supported or participatory levels.

Parent(s) must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

IX. OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech/language therapy, physical therapy, occupational therapy, and itinerant hearing impaired and vision services are pullout programs designed to reinforce or enhance a student's ability to benefit from instruction. Attendance in these programs will not affect the 135-hour minimum course instruction requirements for basic, CTE or ESE courses.

APPENDIX A: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN INTERSTATE COMMISSION MEETING – Rules (Approved, Nov. 2009)

INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

Chapter – 100 DEFINITIONS

SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child(ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders though six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

- H. "Extracurricular activities" means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. "Interstate Commission on Educational Opportunity for Military Children" means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. "Local education agency" means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth (12th) grade public educational institutions.
- K. "Member state" means: a state that has enacted this compact.
- L. "Military installation" means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- M. "Non-member state" means: a state that has not enacted this compact.
- N. "Receiving state" means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- O. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- P. "Sending state" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- Q. "State" means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
- R. "Student" means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
- S. "Transition" means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

- T. “Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- U. “Veteran” means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

Chapter 200 – GENERAL PROVISIONS

SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
 - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;
 - (2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
 - (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission’s website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
- (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
- (d) Each administrative rule or amendment shall state—
 - (1) The place, time, and date of the scheduled public hearing;
 - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and

- (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.
- (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
- (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
- (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
- (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
- (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.
- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to--
- (1) Meet an imminent threat to public health, safety, or welfare;
 - (2) Prevent a loss of federal or state funds;
 - (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
 - (4) Protect human health and the environment.

SEC. 2.102 Dues formula

- (a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- (b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- (c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- (d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

SEC. 3.101 Eligibility for transfer and enrollment

- (a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- (b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of staff.

SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- (a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- (b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a

LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

- (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
- (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
- (3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
 - (i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
 - (ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - (iii) Documented evidence of immunization against communicable diseases; and
 - (iv) Evidence of date of birth.

Chapter 400 – GRADUATION

SEC 4.101 Graduation

- (a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.
- (b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing

requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.

- (c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

Chapter 500 – PLACEMENT & ATTENDANCE

SEC. 5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

SEC. 5.103 Special education services

- (a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and
- (b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.

- (c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

Chapter 600 -- ELIGIBILITY

SEC. 6.101 Eligibility for Enrollment

- (a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.
 - (1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.
 - (2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.
- (b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.
- (b) Failure to resolve dispute or controversy—
 - (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
 - (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

SEC. 7.102 Formal resolution of disputes and controversies

- (a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- (b) Mediation and arbitration
 - (1) Mediation
 - (i) A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
 - (ii) Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
 - (2) Arbitration
 - (i) Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
 - (ii) Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
 - (iii) The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.

(iv) Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.

(v) (a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.

(b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

(vi) Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

(a) If the Interstate Commission determines that any state has at any time defaulted (“defaulting state”) in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:

(1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;

(2) Remedial training and technical assistance as directed by the Interstate Commission;

(3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state’s legislature, and the state council.

(b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.

(c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state’s legislature, and the state council of such termination.

(d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.

- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.

APPENDIX B: REQUEST FOR ELEMENTARY ACCELERATION

(To be completed by parent/guardian)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students’ commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____ Grade: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1. Academic performance
- 2. Ability to apply, analyze, and evaluate ideas at an advanced level
- 3. Ability to work independently
- 4. Ability to think creatively
- 5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date

Submitted: _____ Relationship to student: _____

Please submit this form to the School Principal prior to the deadline noted above.

APPENDIX C: ELEMENTARY PERFORMANCE CONTRACT

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian email: _____ Phone: _____

Select the ACCEL Option you are requesting:

- _____ Mid-year promotion to grade
- _____ Full-year promotion to grade
- _____ Subject-matter acceleration for subject(s) _____
- _____ Virtual instruction in higher grade level subject(s) _____
- _____ Advanced Work Class)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student’s participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian’s Name (print): _____ Date: _____

Parent/Guardian’s signature: _____ Date: _____

Principal’s Name (print): _____ Date: _____

Principal’s signature: _____ Date: _____

APPENDIX D: MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS FOR 2014-15

MIDDLE GRADES STUDENTS AND EOC ASSESSMENT REQUIREMENTS 2014-15

MS Algebra 1 EOC 2014-2015	MS Geometry and Biology 1 EOC 2014-2015	MS Civics 2014-2015
<p>A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>

APPENDIX E: MIDDLE GRADE FAST-TRACK MATHEMATICS CRITERIA

Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria

If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020)

Fifth grade Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria

If student does not meet criteria below, then placement is Grade 8 Pre-Algebra (1205080) or Grade 8 Pre-Algebra Advanced (1205050)

Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5 + cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria

If student does not meet all criteria, then placement is Algebra 1 honors (1200320)

Student must meet all the following criteria:

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

APPENDIX F: REQUEST FOR MIDDLE GRADES ACCELERATION

To be completed by Parent/Guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students’ commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (Please print first and last name) _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____ (request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

**APPENDIX G: ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)
MIDDLE GRADES PERFORMANCE CONTRACT**

To be completed by parent/guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full- year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students’ commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: (print first and last name): _____ Phone: _____

Address: _____

Parent/Guardian E-mail: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

_____ Virtual instruction in higher grade level subject(s) _____

(request must be submitted prior to the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____

Date Submitted: _____ Relationship to student: _____

APPENDIX H: MASTERY EXAM REQUEST

MASTERY EXAM REQUEST

Student Name: _____ Counselor: _____

School: _____ Grade Level: _____

Date of Request: _____ School Year: _____

Data in Support of Credit Acceleration by Mastery Exam:

FCAT Assessment in Math: _____ Date of Assessment: _____

Most recent math or science course: _____ Grades Earned: _____ Other justification: _____

Guidance Counselor’s Communication with Parent Date: _____ Parent in agreement that grade will appear in student records and transcript.

Requested State EOC in _____ administration date, _____, aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes No If so, which one? _____

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: _____ Score: _____ Additional preapproved preparation: _____

Recommendation of Principal:

- (5) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
- (6) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

APPENDIX I: REQUIRED HIGH SCHOOL ASSESSMENTS

The assessments students must pass in order to graduate with a standard high school diploma are determined by their year of enrollment in grade 9. Table 1 list the required assessment for each grade 9 cohort for FCAT 2.0 Reading and the Algebra 1 End-of-Course (EOC) Assessment. Table 4 lists the requirements for grade 9 cohorts required to pass the FCAT.

Table 1: Assessment Requirement by School Year	
School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment(s) that Students Must Pass in Order to Graduate
2010-11	Grade 10 FCAT 2.0 Reading
2011-12 to Present	Grade 10 FCAT 2.0 Reading Algebra 1 EOC Assessment

Table 2 shows the passing score for each assessment depending on the year the students entered grade 9.

Table 2: Passing Scores for the Required Assessments		
Assessment	Year Student Entered Grade 9	
	2010-11	2011-12 to Present
FCAT 2.0 Reading	245	245
Algebra 1 EOC Assessment	N/A	399 or above

Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.) Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9		
Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2012 must earn passing score on Grade 10 FCAT Reading and Mathematics, or their equivalents. Beginning in 2012-13, students who have not achieved a passing score on FCAT Reading may take the FCAT 2.0 Reading Retake. Students who entered grade 9 in the 2009-10 school year must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 Mathematics. The required passing and concordant scores for students who entered grade 9 from 2000-01 to 2009-10 are provided in Table 4.

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10		
Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier)	340
	420 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier)	15
	18 (for those students who entered grade 9 in 2007-08, 2008-09, or 2009-10)	

Table 5 outlines the End-of-Course (EOC) Assessment requirements for students working toward to the standard diploma. Requirements are based on the year a student enters grade 9.

Table 5: End-of-Course (EOC) Assessment Requirements								
Assessment	Algebra 1		Geometry		Biology 1		U.S. History	
	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass	30% Rule	Must Pass
Cohort Year Entered Grade 9								
2010-11	YES	NO						
2011-12	NO	YES	YES	NO	YES	NO		
2012-13	NO	YES	NO	NO	NO	NO	YES	NO
2013-14	YES	YES	NO	NO	NO	NO	YES	NO
2014-15	YES	YES	YES	NO	YES	NO	YES	NO

For the 2014-15 school year, if a student is enrolled in Algebra 2, he or she must participate in the EOC assessment and the results constitute 30% of the final course grade.

APPENDIX J: COLLEGE READINESS COURSES

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

College Readiness Course Placement Score Recommendations*

Subject	Course Title	PERT	SAT	ACT
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

*The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT
 Reading, 106
 Writing, 103
 Mathematics, 114

College Readiness Courses Offered in Gadsden County
 English IV: Florida College Prep (Course Code: 1001405)
 Mathematics for College Readiness (Course Code: 1200700)

APPENDIX K: FOREIGN EXCHANGE PROGRAM REQUIREMENTS

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program.

1. ELIGIBILITY REQUIREMENTS

- A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.
- B. Students: Students must meet the following eligibility requirements prior to acceptance:
 - agree to be in attendance for one academic school year
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school]
 - have sufficient knowledge of the English language to participate in high school classes
 - be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
 - provide an English translation of the student's official academic transcript for at least 2 years prior to entry into the program, including a description of each course

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

- A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement. Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.
- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties .It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
 - quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

A-1. For the 2014-15 school year, what statewide Florida Standards Assessments-English Language Arts (FSA-ELA) score would mandate the retention of a third-grade student?

Section 1008.25, Florida Statutes (F.S.), requires any third-grade student scoring Level 1 on the grade 3 statewide FSA-ELA to be retained. Some students may qualify for a good cause exemption and be promoted to fourth grade (see A-2.).

A-2. What promotion options are available to grade 3 students who have not achieved a Level 2 or above on the statewide FSA-ELA?

Students in grade 3 who score Level 1 on the statewide FSA-ELA may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a good cause exemption. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two year

A-3. Will students scoring Level 1 on the grade 3 statewide FSA-ELA be retained in other grades or only in third grade?

Third grade is the only grade at which there is state-mandated retention for public school students [section 1008.25(5)(b), F.S.]. School districts must establish a comprehensive program for student progression that includes specific levels of performance in reading, writing, science

and mathematics for each grade level, including the levels of performance on statewide assessments, below which a student must receive remediation or be retained within an intensive program that is different from the previous year’s program and takes into account the student’s learning style. The promotion/retention policy for all grade levels must be specified in the district’s Student Progression Plan.

A-4. Can a student be promoted to fourth grade without a grade 3 statewide FSA-ELA score?

Third-grade students must participate in the statewide standardized assessment program required by section 1008.22, F.S., and demonstrate proficiency in reading in order to be promoted to fourth grade. Students not achieving a Level 2 or higher on the statewide assessment may qualify for a good cause exemption (see A-2.).

A-5. What services should a student receive if they were promoted to fourth grade based on a good cause exemption, but are still reading below grade level?

A student promoted based on a good cause exemption and who is not reading on grade level should be provided intensive instruction which must include an altered instructional day. The altered instructional day must include specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. Section 1008.25(6)(b)4., F.S.

A-6. What are the guidelines/requirements that districts must implement to meet the needs of third-grade students identified with a reading deficiency who have not been previously retained in third grade?

Teacher-Student Ratio	Same as other students.
Reading Instructional Time	90-minute reading block in a smaller group size setting or one-on-one. Rule 6A-6.054, Florida Administrative Code (F.A.C.)
Materials	Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 & 6A-6.053 F.A.C.
Screening	Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading Florida Standards (FAIR-FS). Rule 6A-6.053 F.A.C.

Progress Monitoring	Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and ongoing progress monitoring (OPM) components of FAIR-FS are tools that can be used for these students.
Diagnostic	A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S.
Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the Progress Monitoring and Reporting Network (PMRN).

A-7. What are the guidelines/requirements for meeting the needs of third-grade students who have been retained once in third grade?

Teacher-Student Ratio	Reduced student-teacher ratio. Section 1008.25(7)(b)1.c., F.S.
Teacher Quality	Provide students with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. Section 1008.25(7)(b)4., F.S.
Reading Instructional Time	Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7)(b)1., F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.

Materials	<p>Core/State Identified Reading program that is research based and has proven success teaching the components of reading. Rule 6A-6.053 F.A.C.</p> <p>Differentiated Materials Research-based materials that reinforce the initial instruction.</p> <p>Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p> <p>Differentiated Instruction Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</p>
Screening	<p>Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool such as the FAIRFS. Rule 6A-6.053 F.A.C.</p>
Progress Monitoring	<p>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, mid-year and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR-FS and OPM components of FAIR-FS can be used for these students.</p>
Diagnostic	<p>A student who does not meet specific levels of performance on the required assessment as determined by the district school board or who scores below Level 3 on the statewide standardized assessment as applicable under section 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction. Section 1008.25(4)(a), F.S</p>

Progress Monitoring Plan (PMP)	A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.
Data Reporting	In anticipation of a change to State Board Rule 6A-6.053 eliminating the requirement for school districts to report progress monitoring assessment scores, districts are no longer required to submit progress monitoring data to the Automated Student Database System. Progress monitoring is still required either at the district level or through the PMRN.
Summer Reading Camps	Districts will provide access to Summer Reading Camps for students scoring Level 1 on the FSA-ELA. Districts may extend summer reading camp services to other students. Section 1008.25(7)(b)1., F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.
Strategies prescribed by school district which may include, but are not limited to:	
Tutoring and Mentoring	A trained volunteer or mentor may be assigned to each student and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.
Transition Classes	The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting. Section 1008.25(7)(b)1.f., F.S.
Extended School Day	Provide an after-school program with research-based materials and certified teachers to tutor and remediate students. Saturday school with research-based materials and certified teachers to tutor and remediate students. Extended year with research-based materials and certified teachers to tutor and remediate students. Section 1008.25(7)(b)1.g., F.S.

STUDENT PORTFOLIOS FOR THIRD-GRADE STUDENTS

B-1. Why would a teacher use a student portfolio?

Section 1008.25(6)(b)4., F.S., states that a student who scores a Level 1 on the grade 3 statewide FSAELA may be promoted to fourth grade if the student demonstrates through a student portfolio that the student is performing at least at Level 2 on the statewide standardized assessment.

B-2. When should the teacher and students begin the third-grade student portfolio?

A parent of a student in grade 3 who is identified anytime during the school year as being at risk of retention may request that the school immediately begin collecting evidence for the portfolio.

B-3. Are there guidelines provided by the state for the third-grade student portfolio?

Yes. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student’s teacher;
- Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additionally, note that the Just Read, Florida! Office has begun creating an updated Third Grade State Portfolio.

B-4. Do the same portfolio guidelines apply to ESE students?

Yes. The state portfolio guidelines apply to all students, including ESE students.

B-5. Is the student portfolio the only tool used for good cause exemption and/or promoting a third-grade student to fourth grade in the middle of the year?

No. The student portfolio and an alternative assessment are the two state-approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted midyear.

B-6. If a teacher is monitoring the progress of a student, is a portfolio needed?

Yes. A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a

portfolio used for promotion (please refer to question B-3 of this document for the requirements). If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

B-7. Can parts of the FAIR-FS be used as part of the portfolio for good cause exemption or mid-year promotion?

No. The FAIR-FS tasks are adaptive in nature and are designed to provide teachers screening, diagnostic and progress monitoring information for the purpose of informing instruction to meet student needs through differentiating instruction. The FAIR-FS tasks do not meet the state portfolio requirements as described in question B-3 of this document.

B-8. Can grade 3 English Language Arts items from the Florida’s Item Bank and Test Platform be used as part of a student’s third-grade portfolio for good cause exemption or mid-year promotion?

Yes. Items used in a student portfolio must meet the specifications stated in question B-3 Rule 6A-1.094221, F.A.C.