

# AGENDA

## REGULAR SCHOOL BOARD MEETING

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

July 26, 2011

Immediately Following Tentative Budget Hearing at 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. June 14, 2011, 5:00 p.m. – Special School Board Meeting
  - b. June 28, 2011, 4:30 p.m. – School Board Workshop
  - c. June 28, 2011, 6:00 p.m. - Regular School Board Meeting
  - d. July 12, 2011, 6:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.
6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) – **SEE PAGE #7**
  - a. Personnel 2010 – 2011  

ACTION REQUESTED: The Superintendent recommends approval.
  - b. Personnel 2011 – 2012  

ACTION REQUESTED: The Superintendent recommends approval.
  - c. Approval of Revised 2011-2012 Teacher Calendar – **SEE PAGE #11**  

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Budget Amendment Number Forty-Four – **SEE PAGE#13**

Fund Source: 432 (Targeted ARRA Stimulus) Funds  
Amount: \$00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment Number Forty-Five – **SEE PAGE #17**

Fund Source: 410 (School Food Service) Funds  
Amount: \$158,634.64

ACTION REQUESTED: The Superintendent recommends approval.

- c. Resolution Regarding National Solar Power Partners, LLC - **SEE PAGE #20**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Contract for Crossing Guard at West Gadsden High School – **SEE PAGE #22**

Fund Source: General Fund  
Amount: \$10/hour for 180 days or maximum of \$7,200.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Contracted Services from General Fund – **SEE PAGE #25**

Fund Source: General Fund  
Amount: \$162,200.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Memorandum of Agreement Between Workforce Plus and Gadsden County School Board – **SEE PAGE #34**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Memorandum of Agreement with Gadsden County Health Department  
**SEE PAGE #36**

Fund Source: General Fund  
Amount: \$100,100.00

ACTION REQUESTED: The Superintendent recommends approval.



- e. Contract for Uniformed Security Guards for 2011 – 2012  
**SEE PAGE #41**  
  
Fund Source: General Fund  
Amount: \$11.60 per hour or approximately \$183,744.00 (based on actual hours)  
  
ACTION REQUESTED: The Superintendent recommends approval.
- f. Contract with Gadsden County Sheriff’s Department - **SEE PAGE #44**  
  
Fund Source: General Fund  
Amount: Not to exceed \$226,982.36 (\$29.62/hour)  
  
ACTION REQUESTED: The Superintendent recommends approval.
- g. Contracted Services from General Fund – **SEE PAGE #51**  
  
Fund Source: General Fund  
Amount: \$17,000.00  
  
ACTION REQUESTED: The Superintendent recommends approval.
- h. Contracted Services from General Fund – **SEE PAGE #53**  
  
Fund Source: General Fund  
Amount: \$40,995.00  
  
ACTION REQUESTED: The Superintendent recommends approval.
- i. Contracted Services from General Fund – **SEE PAGE #58**  
  
Fund Source: General Fund  
Amount: \$203,573.34  
  
ACTION REQUESTED: The Superintendent recommends approval.
- j. Memorandum of Agreement Between Redlands Christian Migrant Association (RCMA) Head Start and Gadsden County School Board – **SEE PAGE #65**  
  
Fund Source: FEFP dollars for therapy provided to identified children  
Amount: N/A  
  
ACTION REQUESTED: The Superintendent recommends approval.
- k. Contract with Independent Contractor (Music Therapist) – **SEE PAGE #68**  
  
Fund Source: IDEA  
Amount: \$19,000.00  
  
ACTION REQUESTED: The Superintendent recommends approval.
- l. Vision Services for Exceptional Students - **SEE PAGE #70**  
  
Fund Source: FEFP Dollars  
Amount: \$25,500.00 (est.)  
  
ACTION REQUESTED: The Superintendent recommends approval.

- m. Cooperative Agreement for Inter-County Transfer of Exceptional Students Between Leon County School Board and Gadsden County School Board  
**SEE PAGE #74**
- Fund Source: State FTE Funds  
Amount: (determined by formula)
- ACTION REQUESTED: The Superintendent recommends approval.
- n. Agreement Between The School Board of Gadsden County Public Schools and INVO HealthCare Associates, Inc. – **SEE PAGE #79**
- Fund Source: FEFP Dollars  
Amount: \$58.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- o. Agreement Between the Gadsden County Public Schools and Independent Contactor for Occupational Therapy Services – Makesha Bus, OTR/L  
**SEE PAGE #84**
- Fund Source: FEFP Dollars  
Amount: \$58.00 (per hour for actual hours worked)
- ACTION REQUESTED: The Superintendent recommends approval.
- p. Contract Between the School Board of Gadsden County, Florida and Art Therapist - **SEE PAGE #89**
- Fund Source: IDEA  
Amount: \$15,500.00
- ACTION REQUESTED: The Superintendent recommends approval.
- q. FSU Multidisciplinary Services 2011- 2012 School Year - **SEE PAGE #94**
- Fund Source: IDEA Dollars  
Amount: \$30,000.00 est.
- ACTION REQUESTED: The Superintendent recommends approval.
- r. Contract with Behavior Management Consultants, Inc., & Gadsden County School Board – **SEE PAGE #100**
- Fund Source: Individuals with Disabilities Education Act (IDEA)  
Amount: \$80,000.00 (not to exceed)
- ACTION REQUESTED: The Superintendent recommends approval.
- s. Contracted Services with Speech/Language Pathologist Joy Scharein & The Gadsden County School Board – **SEE PAGE #110**
- Fund Source: FEFP Dollars  
Amount: \$63,000.00
- ACTION REQUESTED: The Superintendent recommends approval.

- t. Medicaid Administrative Claiming – **SEE PAGE #116**
- Fund Source: Medicaid  
Amount: Amount billed each month by approved staff
- ACTION REQUESTED: The Superintendent recommends approval.
- u. Agreement Between The School Board of Gadsden County And The School Board of Seminole County (Medicaid Administrative Claiming)  
**SEE PAGE #123**
- Fund Source: Medicaid  
Amount: \$9.00 per random sampling form
- ACTION REQUESTED: The Superintendent recommends approval.
- v. Contract With Independent Contractor (Kurt LaRose) – **SEE PAGE #131**
- Fund Source: IDEA  
Amount: \$15,000.00 (est.)
- ACTION REQUESTED: The Superintendent recommends approval.
- w. Amended Agreement Between Gadsden County School District and Alternative Unlimited, Inc. – **SEE PAGE #169**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- x. Add – On Endorsement In ESE – Severe and Profound Disabilities  
**SEE PAGE #211**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- y. Add – On Endorsement In ESE – Autism – **SEE PAGE #246**
- Fund Source: N/A  
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- z. Gadsden County School Board Head Start 2011-2012 Refunding Application/Program Improvement Plan – **SEE PAGE #280**
- Fund Source: Head Start  
Amount: \$2,028,014.00
- ACTION REQUESTED: The Superintendent recommends approval.

- aa. Gadsden District K-12 Comprehensive Reading Plan – **SEE PAGE #346**

Fund Source: FEFP  
Amount: \$265,622.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

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

- a. Approval of School Board Rule 2.25 (Code of Student Conduct)  
**SEE PAGE #484**

Fund Source: N/A  
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

11. SCHOOL BOARD REQUESTS AND CONCERNS

12. ADJOURNMENT

# The School Board of Gadsden County



*"Building A Brighter Future"*

**Reginald C. James**  
SUPERINTENDENT  
OF SCHOOLS

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

July 26, 2011

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

Dear School Board Members:

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

**Item 6A Instructional and Non-Instructional Personnel 2010/2011**  
**Item 6B Instructional Personnel 2011-2012**

The following reflects the total number of full-time employees in this school district for the 2011/2012 school term, as of July 26, 2011.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2011</u>
Classroom Teachers and Other Certified	120 & 130	439.25
Administrators	110	50.75
Non-Instructional	150, 160, & 170	405.00
		<u>895.00</u>

Sincerely,

Reginald C. James  
Superintendent of Schools

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

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

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

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

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

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

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

**RESIGNATION**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cook, Applemania	SSES	Teacher	06/14/2011
Ford, Irene	GRES	Teacher	06/14/2011
Gipson, Anisha	SJES	Teacher	06/14/2011
Kelly, Timothy	Transportation	Bus Driver	06/07/2011

**RETIREMENTS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Farmer, Thomas	GTI	Teacher	06/14/2011
Keaton, Annie*	Transportation	Teacher	06/07/2011

\*Correction-on June 28, 2011 board letter as resignation

**D.R.O.P. RETIREMENTS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Clements, Katie	EGHS	Teacher	06/30/2011

**TERMINATIONS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Belle-McGlockton, Joan	EGHS	Principal	06/30/2011

**AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2011/2012**

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

**LEAVE OF ABSENCE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning</u>	<u>Ending</u>
Bush, Candace	SSES/Ed. Para	08/15/2011	06/12/2012

**RESIGNATIONS**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kerrison, Jerome	EGHS	Teacher	07/29/2011

**TRANSFERS**

<u>Name</u>	<u>Location/Position Transferred From</u>	<u>Location/Position Transferred To</u>	<u>Effective Date</u>
Bates-Jackson, Erica	CES/Teacher	GBES/Teacher	08/15/2011
Enzor, Blondell	EGHS/Office Manager	HMS/Office Manager	08/01/2011
Errazo, Jocelyn	GWM/Teacher	GEMS/Teacher	08/15/2011
Jones, Pamela	JASMS/Teacher	CPA/Reading Coach	08/15/2011
Lewis-Wilson, Sonja	GWM/Teacher	GRES/Teacher	08/15/2011

**CONTINUING**

Potter, Patricia

**PROFESSIONAL**

Knight, Anthony  
Stubbs, Virginia  
Thomas, Rosalyn

**ANNUAL CONTRACT**

Akins, Jamarr  
Atkins, Shelia  
Bryant, Samathlyn  
Richardson, Natalie  
Smith, Fannie

**Drop-Out Prevention Coordinator**

Salters, Dimitric

**NON-INSTRUCTIONAL**  
**Education Paraprofessional**  
**Permanent Status**

Davis, Nekitrae  
Quintero, Dolores

**Custodians and Custodial**  
**Staff**

**Permanent Status**

Hobbs, Carolyn  
Jones, Marshall  
Knight, Latheria  
Miller, Raymond  
Reed, Albert  
Woods, Terell

**Bus Drivers**

**Permanent Status**

Stevens, Albert  
Shaw, Stephanie  
Williams, Laktha

**Annual**

Cannon, Steve  
Moore, Jacqueline  
McBride, Alonza  
McNealy, Earlest\*

\*Correction – went to June Board as Permanent

**District**

**Annual**

Hopkins, Beatrice  
Nesmith, Kimblin  
Williams, Marshall

**School Level Secretaries, Assistant Secretaries, Clerical Assistants and Office Managers**

**Permanent Status**

Hannah, Brittani\*

\*Correction-went to June 28, Board as Annual



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: July 26, 2011

TITLE OF AGENDA ITEM: Approval of Revised 2011-2012 Teacher Calendar

DIVISION: Administration

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

**PURPOSE AND SUMMARY OF ITEM:**

Calendar year 2012 is a leap year which resulted in one day extra on the previously approved teacher calendar. This revision is to remove the extra day to create a calendar of 196 days.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith 

POSITION: Assistant Superintendent for Academic Services

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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 Public Schools  
2011-2012 Teacher Calendar (196 Days)**

**2011**

August	15	Teachers return
	22	Students return
September	5	Teacher Paid Holiday – Labor Day
	28	Half Day Inservice Day
October	24	Teacher Planning Day
November	11	Veterans Day – District Holiday
	18	Teacher Paid Holiday
	23	Teacher Paid Holiday
	24-25	Thanksgiving Holidays
December	19-30	Winter Break

**2012**

January	<u>3</u>	<u>Teacher Return</u>
	16	Martin L. King Day – District Holiday
February	1	District-Wide Inservice Day
	20	Teacher Paid Holiday - President's Day
March	16	Teacher Planning Day
	19-23	Spring Break
April	6	Teacher Paid Holiday
May	9	Half Day Inservice Day
	28	Teacher Paid Holiday
June	11	Last Day for Teachers

## Paid Holidays:

9/5/11  
11/18/11  
11/23/11  
2/20/12  
4/6/12  
5/28/12

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7a

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Forty-Four

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

This budget amendment adjusts budget by center for Title I ARRA

**FUND SOURCE:** 432 (Targeted ARRA Stimulus) Funds

**AMOUNT:** \$ .00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**Gadsden County School Board  
432 (Targeted ARRA Stimulus) Fund Appropriations  
Budget Amendment Number  
Forty-Four**

432 FUND					
FUNCTION/ OBJECT		BEGINNING BUDGET 6/30/2011	BUDGET AMENDMENT NUMBER FORTY-FOUR	BUDGET BALANCE 6/30/2011	
<b>5100</b>	<b>100</b>	\$ 520,956.03	\$ 29,743.26	\$ 550,699.29	
<b>K-12 Instructional</b>	<b>200</b>	\$ 157,264.48	\$ 10,938.78	\$ 168,203.26	
	<b>300</b>	\$ 229,597.00	\$ (33,539.81)	\$ 196,057.19	
	<b>500</b>	\$ 89,656.93	\$ 4,298.92	\$ 93,955.85	
	<b>600</b>	\$ 222,206.86	\$ (2,448.78)	\$ 219,758.08	
	<b>700</b>	\$ -	\$ -	\$ -	
<b>FUNCTOTAL</b>		<b>\$ 1,219,681.30</b>	<b>\$ 8,992.37</b>	<b>\$ 1,228,673.67</b>	
<b>5200</b>	<b>100</b>	\$ 109,214.12	\$ (10,241.30)	\$ 98,972.82	
<b>Exceptional Instruction</b>	<b>200</b>	\$ 47,867.82	\$ (4,283.14)	\$ 43,584.68	
	<b>300</b>	\$ -	\$ -	\$ -	
	<b>500</b>	\$ 76,883.03	\$ -	\$ 76,883.03	
	<b>600</b>	\$ 82,328.42	\$ -	\$ 82,328.42	
	<b>700</b>	\$ -	\$ -	\$ -	
<b>FUNCTOTAL</b>		<b>\$ 316,293.39</b>	<b>\$ (14,524.44)</b>	<b>\$ 301,768.95</b>	
<b>5300</b>	<b>100</b>	\$ 9,480.79	\$ -	\$ 9,480.79	
<b>Vocational Technical</b>	<b>200</b>	\$ 1,850.40	\$ -	\$ 1,850.40	
<b>FUNCTOTAL</b>		<b>\$ 11,331.19</b>	<b>\$ -</b>	<b>\$ 11,331.19</b>	
<b>6100</b>	<b>100</b>	\$ 224,638.61	\$ -	\$ 224,638.61	
<b>Pupil</b>	<b>200</b>	\$ 118,793.27	\$ -	\$ 118,793.27	
<b>Personnel</b>	<b>300</b>	\$ 5,510.05	\$ 1.81	\$ 5,511.86	
<b>Services</b>	<b>500</b>	\$ 16,662.54	\$ (899.76)	\$ 15,762.78	
	<b>600</b>	\$ -	\$ -	\$ -	
	<b>700</b>	\$ -	\$ -	\$ -	
<b>FUNCTOTAL</b>		<b>\$ 365,604.47</b>	<b>\$ (897.95)</b>	<b>\$ 364,706.52</b>	
<b>6200</b>	<b>100</b>	\$ 3,659.80	\$ -	\$ 3,659.80	
<b>Instructional</b>	<b>200</b>	\$ 691.32	\$ -	\$ 691.32	
<b>Media</b>	<b>300</b>	\$ 33,842.50	\$ -	\$ 33,842.50	
<b>Service</b>	<b>500</b>	\$ 5,576.78	\$ -	\$ 5,576.78	
	<b>600</b>	\$ 362,060.21	\$ -	\$ 362,060.21	
	<b>700</b>	\$ -	\$ -	\$ -	
<b>6200 FUNCTOTAL</b>		<b>\$ 405,830.61</b>	<b>\$ -</b>	<b>\$ 405,830.61</b>	



**Gadsden County School Board  
432 (Targeted ARRA Stimulus) Fund Appropriations  
Budget Amendment Number  
Forty-Four**

<b>6300</b>	<b>100</b>	\$	267,036.29	\$	-	\$	267,036.29
<b>Instructional</b>	<b>200</b>	\$	82,616.50	\$	-	\$	82,616.50
<b>Curriculum Dev.</b>	<b>300</b>	\$	20,473.34	\$	-	\$	20,473.34
	<b>500</b>	\$	-	\$	-	\$	-
	<b>600</b>	\$	40,571.40	\$	-	\$	40,571.40
	<b>700</b>	\$	-	\$	-	\$	-
<b>FUNCTOTAL</b>		\$	<b>410,697.53</b>	\$	-	\$	<b>410,697.53</b>
<b>6400</b>	<b>100</b>	\$	131,894.59	\$	626.29	\$	132,520.88
<b>Instructional</b>	<b>200</b>	\$	18,975.56	\$	(850.19)	\$	18,125.37
<b>Staff Training</b>	<b>300</b>	\$	126,283.17	\$	6,653.92	\$	132,937.09
	<b>500</b>	\$	3,160.90	\$	-	\$	3,160.90
	<b>600</b>	\$	2,777.80	\$	-	\$	2,777.80
	<b>700</b>	\$	16,289.80	\$	-	\$	16,289.80
<b>FUNCTOTAL</b>		\$	<b>299,381.82</b>	\$	6,430.02	\$	<b>305,811.84</b>
<b>6500</b>	<b>300</b>	\$	3,200.00	\$	-	\$	3,200.00
<b>Instructional Related Technology</b>							
<b>FUNCTOTAL</b>		\$	<b>3,200.00</b>	\$	-	\$	<b>3,200.00</b>
<b>7200</b>	<b>700</b>	\$	21,607.11	\$	-	\$	21,607.11
<b>General Admin.</b>							
<b>FUNCTOTAL</b>		\$	<b>21,607.11</b>	\$	-	\$	<b>21,607.11</b>
<b>7800</b>	<b>100</b>	\$	16,266.00	\$	-	\$	16,266.00
<b>Transportation</b>	<b>200</b>	\$	10,950.00	\$	-	\$	10,950.00
	<b>300</b>	\$	-	\$	-	\$	-
	<b>400</b>	\$	4,200.00	\$	-	\$	4,200.00
	<b>500</b>	\$	-	\$	-	\$	-
	<b>600</b>	\$	-	\$	-	\$	-
	<b>700</b>	\$	2,213.10	\$	-	\$	2,213.10
<b>FUNCTOTAL</b>		\$	<b>33,629.10</b>	\$	-	\$	<b>33,629.10</b>
<b>GRANDTOTAL</b>		\$	<b>3,087,256.52</b>	\$	-	\$	<b>3,087,256.52</b>

**Gadsden County School Board**  
**432 (Targeted ARRA Stimulus) Fund Estimated Revenue**  
**Budget Amendment Number**  
**Forty-Four**

432 REVENUE OBJECT		ESTIMATED REVENUE 6/30/11		BUDGET AMENDMENT NUMBER FORTY-FOUR		ENDING ESTIMATED 6/30/2011
230	\$	660,669.15	\$	-	\$	660,669.15
240	\$	2,407,719.92	\$	-	\$	2,407,719.92
290	\$	-	\$	-	\$	-
299	\$	18,867.45	\$	-	\$	18,867.45
<b>GRAND TOTAL</b>	<b>\$</b>	<b>3,087,256.52</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>3,087,256.52</b>

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7b

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Budget Amendment Number Forty-Five

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

To adjust budget by function and object in accordance with actual expenditures and to budget additional revenue received.

**FUND SOURCE:** 410 (School Food Service) Funds

**AMOUNT:** \$ 158,634.64

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**Gadsden County School Board  
410 (Food Service) Fund Estimated Revenue  
Budget Amendment Number Forty-Five**

FUND 410 REVENUE OBJECT	ESTIMATED REVENUE 6/30/2011	BUDGET AMENDMENT NUMBER FORTY-FIVE	ENDING ESTIMATED REVENUE 6/30/2011
260	\$ 2,732,400.00	\$ 158,634.64	\$ 2,891,034.64
261	\$ -	\$ -	\$ -
262	\$ -	\$ -	\$ -
263	\$ -	\$ -	\$ -
265	\$ 200,000.00	\$ -	\$ 200,000.00
267	\$ -	\$ -	\$ -
268	\$ 163,958.42	\$ -	\$ 163,958.42
269	\$ 12,737.77	\$ -	\$ 12,737.77
280	\$ -	\$ -	\$ -
299	\$ -	\$ -	\$ -
337	\$ 40,000.00	\$ -	\$ 40,000.00
338	\$ 38,000.00	\$ -	\$ 38,000.00
450	\$ 194,000.00	\$ -	\$ 194,000.00
451	\$ -	\$ -	\$ -
490	\$ -	\$ -	\$ -
<b>TOTALS</b>	<b>\$ 3,381,096.19</b>	<b>\$ 158,634.64</b>	<b>\$ 3,539,730.83</b>

+ 438,245.88	fund balance at 7/1/10
<b>\$ 3,977,976.71</b>	



**Gadsden County School Board  
410 (Food Service) Fund Appropriations  
Budget Amendment Number Forty-Five**

410 FUND				
FUNCTION/ OBJECT		BUDGET BALANCE 6/30/2011	BUDGET AMENDMENT NUMBER FORTY-FIVE	BUDGET BALANCE 6/30/2011
7600	100	\$ 1,196,012.81	\$ (10,817.57)	\$ 1,185,195.24
	200	\$ 462,468.74	\$ (5,232.72)	\$ 457,236.02
	300	\$ 42,724.46	\$ (1,744.96)	\$ 40,979.50
	400	\$ 26,168.70	\$ (6,707.93)	\$ 19,460.77
	500	\$ 1,938,549.11	\$ 182,879.82	\$ 2,121,428.93
	600	\$ 24,118.65	\$ -	\$ 24,118.65
	700	\$ 5,165.00	\$ 258.00	\$ 5,423.00
FUNCTOTAL		\$ 3,695,207.47	\$ 158,634.64	\$ 3,853,842.11
GRANDTOTAL		<u>\$ 3,695,207.47</u>	<u>\$ 158,634.64</u>	<u>\$ 3,853,842.11</u>

+124134.60	undesignated fund balance projected for 6/30/11
<u>\$ 3,977,976.71</u>	

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 7c

**DATE OF SCHOOL BOARD MEETING:** July 27, 2010

**TITLE OF AGENDA ITEMS:** Resolution Regarding National Solar Power Partners, LLC

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the attached resolution regarding support for the proposed project in Gadsden County initiated by the company, National Solar Power Partners, LLC.

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**SCHOOL BOARD OF GADSDEN COUNTY  
RESOLUTION**

WHEREAS, the School Board Gadsden County recognizes that economic development benefits the citizens of Gadsden County by creating employment opportunities, strengthening the economic base, and enhancing the quality of life; and

WHEREAS, the citizens of Gadsden County are vitally concerned with the creation and retention of jobs, and

WHEREAS, National Solar Power Partners, LLC, a market leader in utility-scale energy solutions, is working with the Gadsden County Chamber of Commerce and the Gadsden County Economic Development Council and is considering a capital investment of nearly \$1.5 billion to provide approximately 400 jobs during a five-year construction period and up to 120 permanent jobs, and

WHEREAS, it is the desire of the School Board of Gadsden County to work together with these organizations to expand economic development in Gadsden County.

NOW THEREFORE, BE IT:

*Resolved by the School Board of Gadsden County that that the Board recognizes the extraordinary benefits that will result from National Solar Power Partners' decision to become a valued partner in Gadsden County;*

Pledges full support of the National Solar Power Partners, LLC project and cordially invites the firm to visit the Gadsden County Schools to examine the capabilities and strong commitment that the school district will provide in support of this exciting initiative, and

Commits to work with the Gadsden County Chamber of Commerce, the Gadsden County Economic Development Council and other entities to encourage, develop, implement and coordinate plans in support of National Solar Power Partners' economic development efforts.

ADOPTED ON THIS 26th day of July, 2011 by a vote of \_\_\_\_\_.

BOARD OF EDUCATION  
GADSDEN COUNTY SCHOOLS

\_\_\_\_\_  
Reginald C. James, Superintendent of Schools

\_\_\_\_\_  
Roger Milton, Chairman

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8a

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contract for Crossing Guard at West Gadsden High School

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the contract for crossing guard services at West Gadsden High School for the 2011-2012 fiscal year.

**FUND SOURCE:** General Fund

**AMOUNT:** \$10/hour for 180 days or maximum of \$7,200.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services



**School Board of Gadsden County, Florida**  
**CONTRACTUAL AGREEMENT**  
**Fiscal Year: 2009-2010**

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, referred to as the "District", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **Amos Murray** herein referred to as "Contractor". The contractual agreement will establish uniform administrative requirements for the Contractor and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

**ARTICLE 1. SCOPE OF SERVICES**

The Contractor will provide Crossing Guard services for West Gadsden High School in front of Greensboro Elementary School at 559 Greensboro Hwy crosswalk.

**ARTICLE 2. DURATION OF AGREEMENT**

(a). This AGREEMENT shall begin on August 22, 2011 and end on the last day of school for the students (June 7, 2012 unless changed) in the 2011-2012 school year.

**ARTICLE 3. PAYMENT**

(a). DISTRICT shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes documentation describing the services that were rendered by the CONTRACTOR. The invoice will include a timesheet designating the dates and hours of work and certified by a site administrator.

(b) Invoices will require a minimum of seven (7) days to be processed for payment after an invoice has been approved for payment by School Board of Gadsden County. Invoices must be submitted by the 20th of each month.

(c) The cost of the AGREEMENT is as follows:  
4 hours per day @ \$10.00 per hour

**ARTICLE 4. TERMINATION OF AGREEMENT**

The parties hereto contemplate this contract to run for the duration of the school year. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice

**ARTICLE 5. INDEPENDENT CONTRACTOR**

The CONTRACTOR is an independent contractor and not an employee or agent of the DISTRICT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act.

**ARTICLE 6. NONDISCRIMINATION AND COMPLIANCE**

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

**ARTICLE 7. ENFORCEMENT**

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

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

\_\_\_\_\_

\_\_\_\_\_  
The School Board of Gadsden County,  
Florida, Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATTEST BY Mary Davis

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8b

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contracted Services from General Fund

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase orders for Transportation costs:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Fleet Pride, Inc.	180823	\$35,000.00	110
Coffman International	180813	32,000.00	110
GCR Tire Center	180827	28,000.00	110
Hinson Fuel Card	180832	26,000.00	110
Crawford & Sons	180814	14,000.00	110
First Communications, Inc.	180822	10,000.00	110
Matthews Buses, Inc.	180836	8,700.00	110
Body Shop of Quncy, LLC	180806	8,500.00	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$162,200.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services







# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE  
07/01/11

PURCHASE ORDER NO.  
180813

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b>	VC10850000	<b>SHIP TO THIS ADDRESS</b>
	COFFMAN INTERNATIONAL 4185 ROSS CLARK CIRCLE P O BOX 1007 DOTHAN AL 36303	TRANS. DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1		BLANKET ORDER 7/01/11--6/30/12 SPECAILITY DEALER FOR MISC REPAIR PARTS FOR BUS FLEET FOR PUPIL TRANSPORTATION & DISTRIC OWNED VEHICLES.	32000.00	32000.00
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*requires: School Board apvt*

PAY TERMS: NET 30

TOTAL 32,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR						TOTAL	32,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		
110	7800	550	9003	1109990		32000.00		

**THE SCHOOL BOARD OF GADSDEN COUNTY**

DATE  
07/01/11

PURCHASE ORDER NO.  
180827

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b>	VG00150000	<b>SHIP TO THIS ADDRESS</b>
G C R TIRE CENTER #1291 4702 CAPITAL CIRCLE NW TALLAHASSEE FL 32303		TRANS.DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1		BLANKET ORDER 7/01/11 6/30/12 BEST PRICE ON NEW TIRES FROM LOCAL VENDOR FOR ALL BRANDS AND SIZES. REQUIRES : SCHOOL BOARD APPVL /           /	28000.00	28000.00
		NOTE: ST OF FL CONTRACT DOES NOT LIST BUS TIRES; MOSTLY LIGHT TRUCK, POLICE PURSUIT, OFF ROAD		

PAY TERMS: NET 30

TOTAL 28,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	28,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7800	560	9003	1109990		28000.00	



DATE  
07/01/11

SCHOOL BOARD OF GADSDEN COUNTY  
35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
PHONE (850) 627-9651 FAX (850) 627-2760  
[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

PURCHASE ORDER NO.  
180832

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VH10410000	<b>SHIP TO THIS ADDRESS</b>
HINSON FUEL CARD 626 SOUTH VIRGINIA STREE QUINCY FL 32351	TRANS. DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1		BLANKET ORDER 7/01/11--6/30/12 GASOLINE FOR SCHOOL BOARD VEHICLES AS NEEDED.	26000.00	26000.00
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NOTE: ONLY LOCAL VENDOR W/COMPUTRIZD  
DELIVERY SYSTEM ALLOWING TRACK  
ACCESS BY ID NUMBER AND 24 HR  
ACCESS TO GASOLINE.  
REQUIRES: SCHOOL BOARD APPVL.  
/ /

PAY TERMS: NET 30 TOTAL 26,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	26,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7800	450	0245	1109990		900.00	
110	7800	450	9003	1109990		6000.00	
110	7800	450	9020	1109990		2400.00	
110	7800	450	9001	1109990		10200.00	
110	7800	450	0071	1109990		600.00	
110	7800	450	9050	1109990		3000.00	
110	7800	450	0051	1109990		500.00	
110	7800	450	9004	1109990		2400.00	

VENDOR



THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 07/01/11 PURCHASE ORDER NO. 180814  
 35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351  
 PHONE (850) 627-9651 FAX (850) 627-2760  
 www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VC17980000	<b>SHIP TO THIS ADDRESS</b>
CRAWFORD & SONS P O BOX 1169 QUINCY FL 32353	TRANS. DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1		BLANKET ORDER 7/01/11 6/30/12 HYDRAULIC FLUIDS & OILS FOR DISTRICT VEHICLES BEST LOCAL VENDOR	14000.00	14000.00
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requires: school board approval

PAY TERMS: NET 30 TOTAL 14,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	14,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7800	540	9003	1109990		14000.00	

# THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

07/01/11

PURCHASE ORDER NO.

180822

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VF02865000  FIRST COMMUNICATIONS, INC. 234 BLOUNTSTOWN HWY TALLAHASSEE FL 32304	<b>SHIP TO THIS ADDRESS</b>  TRANS.DEPT-SCHOOL BD GADSDEN 720 SOUTH STEWART ST QUINCY FL 32351
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PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1	BLANKET ORDER 7/01/11--6/30/12 ANNUAL GPS MONITORING-15 UNITS	10000.00	10000.00
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*reqirs: School Board apvl*

PAY TERMS: NET 30

TOTAL 10,000.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	10,000.00	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	
110	7800	550	9003	1109990		10000.00	



THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

07/01/11

180836

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

PHONE (850) 627-9651

FAX (850) 627-2760

[www.gcps.k12.fl.us](http://www.gcps.k12.fl.us)

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

<b>VENDOR</b> VM03300000			<b>SHIP TO THIS ADDRESS</b>		
MATTHEWS BUSES INC.			TRANS. DEPT-SCHOOL BD GADSDEN		
2900 ROUTE 9			720 SOUTH STEWART ST		
BALLSTON SPA	NY 12020		QUINCY	FL 32351	

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
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QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
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ATTEN: BOB WIMMER

1		BLANKET ORDER 7/01/11--6/30/12 MISC. <u>SPECIAL REPAIR PARTS</u> FOR DISTRICT OWNED VEHICLES FOR PUPIL TRANSPORTATION. REQUIRES :SCHOOL BOARD APVL / /	8700.00	8700.00
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PAY TERMS: NET 30

TOTAL 8,700.00

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

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	8,700.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
110	7800	550	9003	1109990		8700.00	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 07/01/11

PURCHASE ORDER NO. 180806

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

Table with 2 columns: VENDOR (BODY SHOP OF QUINCY, LLC) and SHIP TO THIS ADDRESS (TRANS. DEPT-SCHOOL BD GADSDEN)

Table with 3 columns: PRINCIPAL / SUPERVISOR, COMPTROLLER, SUPERINTENDENT

Table header for item list: QUANTITY, PRODUCT NO., DESCRIPTION, UNIT PRICE, TOTAL

Table row: 1 BLANKET ORDER 7/01/11--6/30/12 BODY REPAIRS TO FLEET BUSES & VEHICLES AS NEEDED BY LOCAL VENDOR...

PAY TERMS: NET 30 TOTAL 8,500.00

- 1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations...

Table with 7 columns: DISTRIBUTION TO BE COMPLETED BY ORIGINATOR (FUND, FUNCTION, OBJECT, CENTER, PROJECT, PROGRAM), TOTAL PROGRAM, AMOUNT, FINANCE DEPT USE EXPENDITURE



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8c

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEM:** Memorandum of Agreement Between Workforce Plus and Gadsden County School Board

**DIVISION:** Administration

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

**PURPOSE AND SUMMARY OF ITEM:**

To seek Board approval for Memorandum of Understanding Between the Gadsden County School Board and Workforce Plus/YouthBuild Project.

**FUND SOURCE:** N/A

**AMOUNT:** N/A 

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent of Schools

---

**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 \_\_\_\_\_

This form is to be duplicated on light blue paper.



**Memorandum of Agreement**  
**WORKFORCE *plus* and GADSDEN COUNTY SCHOOL BOARD**

This memorandum of agreement is entered into between **WORKFORCE *plus*** and the **Gadsden County School Board** for the period of 08/01/2011 to 07/31/2013.

**Role and Responsibilities**

Whereas, the **Gadsden County School Board** and **WORKFORCE *plus*** have embarked on a major initiative to provide additional options to Gadsden County youth who lack a high school diploma and who would benefit greatly by obtaining a vocational trade with exposure to leadership building opportunities. Thereby creating increased opportunities for success in academics and opportunities to secure and maintain employment.

Whereas, this initiative will require expanding the existing partnership to include the co-location of the **WORKFORCE *plus*** funded project, Youth Build, on the campus of Gadsden Technical Institute.

Whereas, the mission of **WORKFORCE *plus*** is to create an environment in Gadsden County that encourages and promotes economic opportunity for every citizen.

Whereas, a work-ready youth offers increased opportunities for existing businesses to expand and for new businesses to relocate based on the skilled and available workforce.

Whereas, there is a strong partnership between the **Gadsden County School Board** and **WORKFORCE *plus*** the Youth Build project will further strengthen the relationship.

**Project Conditions**

**WORKFORCE *plus*** and the **Gadsden County School Board** agrees to the following:

1. The **Gadsden County School Board** will provide temporary space for two (2) portables to be located at a designated site on the campus of Gadsden Technical Institute. The portables will be used to complete the outlined Youth Build grant activities such as adult education and vocational training.
2. The **Gadsden County School Board** will afford **WORKFORCE *plus*** an opportunity to place signage on the campus of GTI identifying the project in a location identified by the Gadsden Technical Institute Principal.
3. **WORKFORCE *plus*** will ensure that there are no financial costs incurred by the **Gadsden County School Board** to support the Youth Build project. (i.e. portables (locating, leases and removal) and utilities.
4. **WORKFORCE *plus*** will ensure that a security officer is on-site and present during the established operating hours.
5. **WORKFORCE *plus*** will provide to the **Gadsden County School Board** proof of insurance to demonstrate that no liability is being assumed by the district.
6. **WORKFORCE *plus*** will establish a fenced enclosure of the designated site to ensure segregation of the two (2) populations on the campus.
7. **WORKFORCE *plus*** will work in partnership with the **Gadsden County School Board** and the Gadsden Technical Institute Principal to address any areas of concern that may arise.
8. **WORKFORCE *plus*** will make an annual presentation to the **Gadsden County School Board** regarding the project.

**Name:** Reginald James

**Title:** Superintendent, Gadsden County School Board

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name:** Kimberly A. Moore

**Title:** Chief Executive Officer, **WORKFORCE *plus***

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8d

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Memorandum of Agreement with Gadsden County Health Department

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the attached Memorandum of Agreement (MOA) that outlines the various responsibilities of the District and the health services provided by the Gadsden County Health Department for the 2011-2012 school year.

**FUND SOURCE:** General Fund

**AMOUNT:** \$100,100.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services



# MEMORANDUM OF AGREEMENT

Between

**Gadsden County Schools**

And

**Gadsden County Health Department**

**MOA# - 005 (2011 – 2012)**

## **Background**

Gadsden County Schools envision communities where children and youth lead positive, secure, and happy young lives while developing the skills, knowledge, and competencies necessary for fulfilling, contributing adult lives. The Gadsden County School District is committed to a future where all children and youth live in families and communities that promote their positive development. The Gadsden County Schools agree to collaborate with the Gadsden County Health Department to deliver health care and health education programs that equip limited resource families and youth who are at risk for not meeting basic human needs, to lead positive, productive, contributing lives.

## **Each Party Agrees to:**

1. Promote a coordinated effort between the Gadsden County Schools and the Gadsden County Health Department and their staff to achieve maximum health and academic success of students and staff.
2. Comply with relevant state and federal laws, rules and regulations governing handling, storage and access to Department of Education student records and Department of Health medical records. The School District shall have access to all Health Department records that are directly pertinent to this agreement; with the exception of confidential student records that are protected by HIPAA (Health Insurance Portability and Accountability Act). The health department shall retain all required financial records for five (5) years after the district makes the final payment and all other pending matters are closed.
3. Develop cooperative procedures for administering health care, data collection, record keeping, and immunization compliance.
4. Jointly plan and provide training opportunities for health and school district personnel.

**Gadsden County Schools agrees to:**

1. Pay \$100,100 annually to ensure that 11 of the district's School Clinics will have health care professionals assigned. This amount shall be paid in four quarterly installments of \$25,025. Please note that all invoices/notices sent to the Gadsden County School District will require a minimum of seven (7) days and a maximum of fifteen (15) days to process once the invoice is received from the Gadsden County Health Department.
2. Provide Health Department staff access to the district phone messaging service to relay Back-to-School information for students and their families concerning immunizations and school physical requirements and any health advisories that become necessary to protect the students and faculty.
3. Provide daily janitorial and as needed maintenance services to each school clinic facility.
4. Provide Health Department staff access to the district's TERMS data for use of a computerized charting program (Health Office) to store/document student health information and conduct Medicaid billing. The district will house the Gadsden County Health Department's server, which will be used to run the program. The district will also be responsible for uploading student data to Health Master on a weekly base, maintaining and troubleshooting this computer network system in a timely manner.
5. Appoint a School Health Coordinator from the Gadsden County School District to serve as a liaison with the Gadsden County Health Department.

**Gadsden County Health Department agrees to:**

1. Provide Comprehensive Health Care to the schools listed below: [*These services include basic health services and student health management, interventions and classes to reduce risk-taking behaviors, violence and injury prevention, and services to reduce teen pregnancy and promote return to school after giving birth. Comprehensive school health services provide more in-depth health management through the increased use of registered nurses (RN) for assessments, interventions, case management, and improving access to health care through referrals to insurance programs and family physicians*"]

- Chattahoochee Elementary
- George W. Monroe Elementary
- Greensboro Elementary
- Gretna Elementary
- Havana Elementary
- Havana Middle School
- Shanks Middle School
- Stewart Street Elementary
- St. John Elementary
- West Gadsden School Clinic



2. Provide Full Service Health Care to students at East Gadsden School Clinic [*"Full Service Schools provide the infrastructure that is necessary to coordinate and deliver services donated by community partners and participating agencies. This program focuses on underserved students in poor, high risk communities needing access to medical and social services, as identified through demographics. Full Service Schools provide all basic school health services, in addition to the coordination of medical and specialized social services, such as: nutritional services, economic and job placement services, parenting classes, counseling for abused children, mental health and substance abuse counseling, and adult education for parents."*]
3. Provide immunization services and Cumulative Record Review to all of the district's schools.
4. School Health employees shall work from 7:30 a.m. to 4:00 p.m. on school days, with the exception of occasional mandatory training days.
5. Provide hearing, vision, scoliosis, and BMI (body mass index) screenings as appropriate to 1<sup>st</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade students only. Any other student screening will be on an as-needed basis.
6. To supply the computers and licenses for the Health Office program, and is responsible for all hardware (i.e. computers, printers, etc...) issues related to this program.
7. Provide Bloodborne Pathogen and Medication In-services for professional development.
8. Assist Gadsden County Schools in identifying health issues and statistics that may be used to support grants for health initiatives.
9. Organize and facilitate at least one Health Fair at each of the 11 identified schools per year.
10. Provide the Gadsden County School's Financial Office with quarterly invoices or written notice of agreed upon monetary funds with due date enclosed. This invoice/notice shall include documentation describing the services rendered. The invoice shall itemize the services in detail indicating the Gadsden County Health Department's expenditures that tie to the payments by the Gadsden County Schools. Attached documentation shall substantiate the Health Department's expenditures. The Gadsden County Health Department will invoice the Gadsden County School District on/or approximately:
  - September 30, 2011
  - December 30, 2011
  - March 30, 2012
  - June 30, 2012

**Gadsden County Schools and the Gadsden County Health Department mutually agree that:**

The parties hereto contemplate this contract to run for the duration of 7/1/2011 thru 6/30/2012. This Memorandum of Agreement shall be reviewed annually, to determine its continuation and/or need for modification as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

In WITNESS WHEREOF, the School Board of Gadsden County, Florida and the Gadsden County Health Department and have executed the AGREEMENT.

\_\_\_\_\_  
Chairman of  
The School Board of Gadsden County, Florida

\_\_\_\_\_  
Date

\_\_\_\_\_  
ATTEST BY Reginald James  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Marlon Hunter, M.A.  
Administrator, Gadsden County Health Department

\_\_\_\_\_  
Date

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8e

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contract for Uniformed Security Guards for 2011-2012

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the bid award for uniformed security guards at the District's secondary schools. This award would be for the second year of the services that were bid in 2010. As indicated on the copies of the bid document attached, the rate per hour remains the same for the 2011-2012 fiscal year.

**FUND SOURCE:** General Fund

**AMOUNT:** \$11.60 per hour or approximately \$183,744.00 (based on actual hours)

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**BID PROPOSAL  
#1011-07-USGS**

**UNIFORMED SECURITY GUARD SERVICES**

**BARKLEY SECURITY AGENCY, INC.  
18229 MEMORIAL BLUE STAR HIGHWAY  
QUINCY, FLORIDA 32351  
850-627-2151**

**CONTACT PERSON: ROBERT E. BARKLEY**

**JUNE 10, 2010**



## *Bid Cost Sheet*

### **First Year Contract Period**

Bid

August, 2010 – June 2011

\$ 11.60 Per Hour

### **Second Year Contract Period**

August 2011 - June 2012

\$ 11.60 Per Hour

### **Third Year Contract Period**

August 2012 – June 2013

\$ 11.60 Per Hour

### **First Year Renewal**

August 2013 – June 2014

\$ 11.60 Per Hour

### **Second Year Renewal**

August 2014 – June 2015

\$ 11.60 Per Hour

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8f

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contract with Gadsden County Sheriff's Department

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the contract with the Gadsden County Sheriff's Office to provide five School Resource Officers for the 2011-2012 school year.

**FUND SOURCE:** General Fund

**AMOUNT:** Not to exceed \$226,982.36 (\$29.62/hour)

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

**THE 2009-2010 SCHOOL RESOURCE DEPUTY PROGRAM AGREEMENT  
BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA  
AND THE GADSDEN COUNTY SHERIFF'S OFFICE**

THIS AGREEMENT is made by and between the School Board of Gadsden County, Florida (Hereinafter referred to as the BOARD) and Morris A. Young, as Sheriff of Gadsden County, Florida, a County Constitutional Officer of the State of Florida, on behalf of that law enforcement agency commonly know as the Gadsden County Sheriff's Office (hereinafter referred to as the SHERIFF).

WHEREAS, the board desires to have a deputy sheriffs assigned to schools within Gadsden County, Florida and each deputy shall be known as a School Resource Deputy (hereinafter referred to as SRD);

WHEREAS, the SHERIFF agrees to provide deputy sheriffs in schools within Gadsden County, Florida to serve as SRD's;

NOW THEREFORE, in consideration of the mutual promise to the parties hereto, and of the mutual covenants and conditions hereinafter expressed, the parties hereto covenant each with the other as follows:

**SECTION ONE: TERM**

- 1.1 The term of this Agreement shall commence on the 22th day of August 2011 and end on the 07<sup>th</sup> day of June 2012.

**SECTION TWO: SCOPE OF SERVICE-BOARD**

- 2.1 The BOARD agrees to pay the SHERIFF annually for 75% of its expense for the program not to exceed the amount of \$226,982.36.
- 2.2 For the 2011-12 school year, the School Board of Gadsden County will pay for five School Resource Deputies @ \$29.62/hour for an amount not to exceed \$226.982.36. Actual payment will be based on monthly time and attendance sheets submitted by the 10<sup>th</sup> day of the month following the services. Invoice will require a minimum of seven days to be processed for payment after an invoice has been approved.
- 2.21 The BOARD agrees to provide the SRD of each assigned school the following materials and facilities which are deemed necessary for the performance of the SRD's duties:
- 2.2.2 Access to an air-conditioned and properly lighted private office. This office shall contain a telephone, computer with CD and Internet access, which may be used in accordance with the Gadsden County General Orders.
- 2.2.3 A desk with drawers, an office chair, workable, locking filing cabinet and office supplies.
- 2.2.4 A location within the office for files and records, which can be properly locked and secured.
- 2.3 The school principal (or his/her designee) acting as the designee of the BOARD agrees to notify the SRD and/or Gadsden County Sheriff's Office as soon as possible should any other law enforcement agency take action on a school campus.



### **SECTION THREE: SCOPE OF SERVICE-SHERIFF**

3.1 The SHERIFF agrees to assign one (1) deputy sheriff for a total of five (5) to the following schools to be noted as their home base school to perform duties as a SRD:

- 3.1.1 East Gadsden High School
- 3.1.2 West Gadsden High School
- 3.1.3 Carter Parramore Academy
- 3.1.4 James A. Shanks Middle School
- 3.1.5 Havana Middle School

3.2 The SHERIFF agrees to have SRD perform duties at the remaining schools as needed:

- 3.2.1 Greensboro Elementary School
- 3.2.2 George Monroe Elementary School
- 3.2.3 Stewart Street Elementary School
- 3.2.4 St. John Elementary School
- 3.2.5 Chattahoochee Elementary School
- 3.2.6 Gretna Elementary School
- 3.2.7 Gadsden Central Academy
- 3.2.8 Gadsden Magnet Elementary School
- 3.2.9 Havana Elementary School

3.3 The SHERIFF agrees to produce a Monthly and yearly Report of Services and Criminal Incidents, concerning all school related functions

### **SECTION FOUR: REGULAR DUTIES HOURS OF THE SRD**

- 4.1 SRD's will report to their assigned school thirty minutes before school starts and remain thirty minutes after school ends.
- 4.2 Any SRD maybe temporarily reassigned by the SHERIFF during school holidays and vacations.
- 4.3 Each SRD will be permitted to travel to off-campus based programs that are a part of school activities at the request of the principal, or with the consent of the SHERIFF or his designee for educational purpose.
- 4.4 Each SRD shall record his/her time and submit the same to the school principal weekly. The Board shall be charged only for the time the SRD is on campus or performing school or Board related functions or activities.

### **SECTION FIVE: INSTRUCTIONAL DUTIES OF THE SRD**

- 5.1 The SRD shall act as an instructor for specialized short-term programs at all schools when requested by the principal or faculty.

### **SECTION SIX: MISCELLANEOUS DUTIES OF THE SRD**

- 6.1 The SRD shall coordinate his/her activities with the principal and staff members. The SRD will seek permission, advice, and guidance prior to enacting ay program within the school.
- 6.2 The SRD shall present various subjects to students; such subjects shall include but not limited to a basic understanding of the law, the role of the law enforcement Deputy, and his/her duties. A

program evaluation form will be distributed to random students and teachers after each session by the SRD. The SRD Unit will keep this information on file yearly.

- 6.3 The SRD shall encourage individual and small group discussions with students. These discussions will be based upon material presented in class, which should help establish rapport with the students.
- 6.4 The SRD shall attend parent/faculty meetings to solicit support and understanding of the SRD program when requested by the principal.
- 6.5 The SRD shall be available for conferences with students, parents, and faculty members when requested.
- 6.6 The SRD shall become familiar with all community agencies, which offer assistance to youth and their families. The SRD shall make referrals to such agencies when necessary thereby acting as a resource to the student, parents, faculty, and staff of the school.
- 6.7 The SRD shall assist the principal in developing school safety plans and strategies in an attempt to prevent and/or minimize hazardous/dangerous situations.
- 6.8 Should it become necessary to conduct formal interviews with the student, the SRD shall inform the principal or his/her designees, adhere to Gadsden County Sheriff's Office (GCSO) policy, as well as legal requirements with regard to such interviews.
- 6.9 The SRD shall take law enforcement action as required. The SRD shall advise the principal or his/her designee of such action as soon as possible. The SRD shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions.
- 6.10 The SRD shall give assistance to other law enforcement officers in matters regarding his/her school assignment whenever necessary.
- 6.11 The School Resource Deputy Unit shall maintain detailed and accurate records of the School Resource Deputy Program. A bi-weekly report will be provided to the District School Superintendent or his designee.
- 6.12 The SRD shall not act as a school disciplinarian. School personnel shall handle school discipline. If the incident is a criminal violation, the SRD will determine whether law enforcement action is appropriate. SRD's are not to be used for regularly assigned lunchroom duties, hall monitors, or other monitoring duties. If there is a problem area, the SRD shall assist the school until school personnel resolve the problem.
- 6.13 In case of contested expulsion, the Sheriff's Office will provide case information and/or testimony to the Superintendent, or his designee, provided the case is not a pending criminal investigation. In pending criminal cases, the State Attorney or his designee must first approve such action. SRD's shall, upon the request of the Superintendent or his designee, testify at the hearing. SRD's shall be subpoenaed at least five (5) working days prior to the hearing, except in emergency situations.
- 6.14 The SRD will deliver expulsion documents to parents, students, victims and witnesses.



**SECTION SEVEN: EXTRA-CURRICULAR  
ACTIVITIES AND SCHOOL FUNCTIONS**

- 7.1 Upon request of the principal, or his/her designee, and approval of the SRD Supervisor, a SRD may accompany any school-affiliated group to events outside Gadsden County. The payment for the SRD shall be based on flat rate of \$80.00. All home games or activities will be based on a rate of \$20.00 per hour. The school requesting the SRD's services will provide payment.
- 7.2 The School shall give at least five (5) working days notice prior to an event they wish the SRD to work.
- 7.3 Any other functions that are of a school nature (carnivals, dances, dramas, etc.) where a SRD is requested to work, the SRD shall be paid an hourly rate of \$20.00 by the school or the sponsoring group. A minimum of two (2) SRD's shall be at each event, unless the SRD or his/her supervisors determine two (2) is unnecessary.
- 7.4 All required payments for extra-curricular and/or athletic events as herein described shall be based on a three (3) hour minimum. Payments shall be made directly to the SRD assigned and shall remitted to the SRD within fourteen (14) days of the event worked.

**SECTION EIGHT: EMPLOYMENT STATUS OF SRD**

- 8.1 The parties agree that SRD's are employees of the SHERIFF and are not employees of the BOARD. The parties also agree that SRD's are deputy sheriff's who shall uphold the law under the direct supervision and control to the SHERIFF. SRD's shall remain responsible to the chain of command of the Gadsden County Sheriff Office.
- 8.2 The parties agree that nothing in this Agreement is intended not shall be construed to create an agency relationship, an employer/employee relationship, a joint venture relationship or any other relationship allowing the BOARD to exercise control of direction over the manner or method by which the SHERIFF, his employees, agents, assignees perform hereunder.
- 8.3 The SHERIFF shall be solely responsible for recruiting, interviewing, and evaluating deputy sheriffs for the position of SRD. SRD's shall serve the pleasure of the SHERIFF. The school Superintendent shall have meaningful input with respect to the assignment of a deputy sheriff to a school as a SRD.
- 8.4 Notwithstanding any other provisions contained within this Agreement, the BOARD acknowledges and agrees that should the SHERIFF determine that a SRD is needed to resolve a law enforcement emergency somewhere other than the school where the SRD is assigned, the SHERIFF retains the authority and the right to utilize the SRD for the law enforcement emergency on a temporary basis. Such temporary utilization shall not affect Section 2.1 of this Agreement

**SECTION NINE: REASSIGNMENT OF SRD**

- 9.1 In the event the principal of the school to which the SRD is assigned feels that the particular SRD is not effectively performing his/her duties and responsibilities, the principal shall state the reasons in writing to the Superintendent. Within reasonable time after receiving the recommendation from the principal, the Superintendent or his designee shall advise the Sheriff of his designee of the principal's concerns. If the Sheriff so desires, the Superintendent and Sheriff, or their designees, shall meet with the SRD to mediate or resolve any problems of the school to which the SRD is assigned. If, within a reasonable amount of time after commencement of such mediation the problem cannot be resolved or mediated, or in the event



the Sheriff does not seek mediation, then the SRD shall be reassigned from the SRD program at the school and a replacement shall be obtained.

- 9.2 The SHERIFF retains the express right to reassign or dismiss a SRD based upon a violation of the SHERIFF's Rules, Regulations and/or General Orders.
- 9.3 In the event of the reassignment, resignation, or dismissal of a SRD, or in the case of absences by a SRD, the SHERIFF agrees to provide a temporary replacement for the SRD as soon as possible and within thirty (30) school days of receiving notice of such reassignment, resignation, dismissal, or absence a replacement will be assigned.

#### **SECTION TEN: INDEMNIFICATION AND HOLD HARMLESS**

- 10.1 To the extent permitted by Section 768.28, Florida Statutes, and the Florida Constitution, the parties agree to indemnify and hold harmless the one another from all claims, damages, liabilities, or suits of any nature whatsoever arising out of, because of, or due to the breach of this Agreement by the other party, its delegates, agents, or employees, or due to any act or occurrence of omission or commission of the other party, including but not limited to cost and reasonable attorney's fee. Neither the SHERIFF nor the BOARD shall be deemed to assume any liability for the acts, omissions to act and negligence of the other party, their agents, servants, and employees.
- 10.2 The SHERIFF shall have no obligation to provide legal counsel or a legal defense to the BOARD in the event that a suit, claim or action of any character or nature is brought by any person not a party to this Agreement against BOARD as a result of or relating to either parties duties, obligations and performance pursuant to this Agreement. The SHERIFF has no obligation for the payment of any judgment or the settlement of any claims made against the BOARD as a result of or relating to the parties obligations, duties and performance pursuant to this Agreement.
- 10.3 The BOARD shall have no obligation to provide legal counsel or a legal defense to the SHERIFF in the event that a suit, claim or action of any character or nature is brought by any person not a party to this Agreement against SHERIFF as a result of or relating to either parties duties, obligations and performance pursuant to this Agreement. The BOARD has no obligation for the payment of any judgment or the settlement of any claims made against the SHERIFF as a result of or relating to the parties obligations, duties and performance pursuant to this Agreement.

#### **SECTION ELEVEN: MISCELLANEOUS PROVISIONS**

- 11.1 The parties their agents and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. The parties agree that unforeseen difficulties or questions will be resolved by negotiation between the Superintendent and the SHERIFF or their designees.
- 11.2 This document constitutes the full understanding of the parties, and no terms, conditions, understandings or agreements purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by both parties.
- 11.3 A waiver by either party of a breach or violation of any provision of this Agreement shall not operate, or be construed to be, a waiver of any subsequent breach of the same or other provision hereof.
- 11.4 In the event any provision of this Agreement is held to be unenforceable or void, in whole or in part, the offending term or provision shall be construed as valid and enforceable to the maximum extent permitted by law and the unenforceability thereof, shall not affect the



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8g

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contracted Services from General Fund

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order for Transportation costs:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Shiver Diesel	180882	\$17,000.00	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$17,000.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services



THE SCHOOL BOARD OF GADSDEN COUNTY

DATE

PURCHASE ORDER NO.

07/01/11

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351

180882

PHONE (850) 627-9651

FAX (850) 627-2760

www.gcps.k12.fl.us

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR

VS08830000

SHIP TO THIS ADDRESS

SHIVER DIESEL INJ & TURBO
1702 CARPENTER ROAD
P O BOX 1734
TIFTON GA 31793

TRANS.DEPT-SCHOOL BD GADSDEN
720 SOUTH STEWART ST
QUINCY FL 32351

PRINCIPAL / SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTEN: BOB WIMMER

1

BLANKET ORDER 7/01/11--6/30/12
LOCAL VENDOR-SPECIALTY PARTS
FOR DIESEL ENGINES TO BE USED
ON GCSB BUSES AND VEHICLES.

17000.00 17000.00

requis - Board April.
/ /

PAY TERMS: NET 30

TOTAL 17,000.00

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

Table with columns: DISTRIBUTION TO BE COMPLETED BY ORIGINATOR, FUND, FUNCTION, OBJECT, CENTER, PROJECT, TOTAL PROGRAM, 17,000.00 AMOUNT, FINANCE DEPT USE EXPENDITURE. Row 1: 110, 7800, 550, 9003, 1109990, 17000.00



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8h

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contracted Services from General Fund

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase orders for financial reporting and fiscal compliance costs:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Kathy Sneads	180901	\$18,000.00	110
Thomas Ward, CPA	180864	10,000.00	110
Joseph Knicely, CPA	180865	10,000.00	110
TSA Consulting Group, Inc.	180899	2,995.00	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$40,995.00

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services















**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8i

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEMS:** Contracted Services from General Fund

**DIVISION:** Finance Department

**PURPOSE AND SUMMARY OF ITEMS:**

Board approval is requested for the following purchase order for technology costs:

<u>Vendor</u>	<u>PO #</u>	<u>Amount</u>	<u>Fund</u>
Intratech Alliance Corp	180970	\$94,080.00	110
Applied Communication Tech	180950	30,720.00	110
Applied Communication Tech	180951	20,000.00	110
Classroom Technology Solutions	180972	28,140.00	110
Classroom Technology Solutions	180971	13,133.34	110
Network Cabling Services Inc.	180952	17,500.00	110

**FUND SOURCE:** General Fund

**AMOUNT:** \$203,573.34

**PREPARED BY:** Bonnie Wood

**POSITION:** Assistant Superintendent for Business Services

























SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

*RWS*

Date of School Board Meeting: **July 26, 2011**

TITLE OF AGENDA ITEM: **MEMORANDUM OF AGREEMENT BETWEEN REDLANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START AND GADSDEN COUNTY SCHOOL BOARD.**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

Requirements of the Individuals with Disabilities Education Act specify that school districts must provide services to (3) three year old children with disabilities on their third (3rd) birthday. This agreement allows for the provision of services for identified students at the RCMA Head Start. It also allows for the exchange of information between our two agencies.

FUND SOURCE: **FEFP dollars for therapy provided to identified children**  
AMOUNT: **NA**  
PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered \_\_\_\_\_

CHAIRMAN'S SIGNATURE: page(s) numbered 2

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

summary for  
revised 0591

Proof read by:

*Margaret D. Bronson*



**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**RELANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) HEAD START**  
**AND**  
**GADSDEN COUNTY SCHOOL BOARD**

**Agreement made and entered in Gadsden County, Florida this 26<sup>th</sup> day of July 2011 by and between the County School Board hereinafter referred to as the Board and the RCMA Head Start Program, hereinafter referred to as Head Start.**

**PURPOSE:**

**The purpose of this agreement is to establish the responsibilities of the Board and Head Start relative to services for preschool children with disabilities. Both the Board and Head Start support the right of all children with disabilities to receive a free and appropriate public education including all necessary special education and related services in accordance with state and federal statutes and regulations.**

**RESPONSIBILITIES:**

**The following terms and conditions are agreed to by the Board and Head Start:**

- 1. Head Start will be considered an appropriate placement for identified children with disabilities who meet the Head Start eligibility criteria and for whom placement in a self-contained preschool special education classroom would not provide the least restrictive environment.**
- 2. Head Start placement will be considered for preschool children with disabilities when the Individual Educational Plan (IEP) indicates the need for stimulation and socialization with non-disabled peers.**
- 3. Children are evaluated by the PreKindergarten Transdisciplinary Team and recommended for referral to The Head Start Program.**
- 4. Consultation and evaluation services (speech, occupational therapy, physical therapy, psychological) will be provided to Head Start children upon referral to Child Find, consistent with school district procedures.**
- 5. Head Start staff members will participate in the development and implementation of the Individualized Educational Plan (IEP) as appropriate.**

6. **Therapy services provided by the Board may be at the Head Start Center or a place designated by the Board. Procedures will be consistent with those specified in the Special Programs and Procedures for Exceptional Students. Transportation will be provided by the Board if services are provided at a public school site.**
7. **Head Start will provide appropriate classroom space for provision of therapy services, social services and parent involvement will be the responsibility of Head Start, consistent with each child's IEP.**
8. **Children with disabilities served in Head Start, who receive therapy services provided by the Board, will be considered dually enrolled in both agency programs. Records and reports will be shared by both agencies. Confidentiality and due process procedures will be maintained in accordance with the Head Start Performance Standards and Board regulations.**
9. **Head Start will make referrals to the Board (Exceptional Student Education/Student Services Department) of any known child suspected of having disabilities ninety (90) days prior to the child's third birthday or immediately for children 3-5 years of age.**

**This agreement shall apply to children who meet enrollment criteria for Head Start and are suspected or identified as disabled. It shall be effective July 1, 2011, continue until June 30, 2012. It may be canceled by mutual agreement of the parties or until either party cancels it by giving written notice of thirty (30) days.**

\_\_\_\_\_  
**COORDINATOR  
 RCMA HEAD START PROGRAM**

\_\_\_\_\_  
**DIRECTOR,  
 EXCEPTIONAL STUDENT EDUCATION**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Roger P. Milton, CHAIRMAN**

\_\_\_\_\_  
**Date**



SUMMARY SHEET

CATON MIDDLE SCHOOL BOARD  
2011 JUL 21 AM 6:50

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8k

2011 JUL 21 AM 6:50

DATE OF SCHOOL BOARD MEETING: **JULY 26, 2011**

TITLE OF AGENDA ITEM: **Contract with Independent Contractor (Music Therapist)**

DIVISION: **Exceptional Student Education**

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

PURPOSE AND SUMMARY OF ITEM:

***This contract provides music therapy for students with moderate to severe disabilities at George W. Munroe Elementary, Stewart Street Elementary, East Gadsden High School, Shanks Middle School, and other schools as necessary.***

FUND SOURCE: **IDEA**

AMOUNT: **\$19,000.00**

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

Proof read by: Margaret D. Brunson



**GADSDEN COUNTY SCHOOL DISTRICT**  
**EXCEPTIONAL STUDENT EDUCATION**  
**CONTRACT WITH INDEPENDENT CONTRACTOR**  
**2011-2012 Fiscal Year**

**Hakeem Leonard, MM, MT-BC, Owner/Director**  
HEALING HEARTS MUSIC THERAPY SERVICES  
2060 Continental Ave. Apt. 102, Tallahassee, Florida 32304  
(706)593-4524

**Contract for Music Therapy Services**

**Dates of Services:** August 1, 2011 through June 30, 2012

**Services Provided for Gadsden County Schools:**

- Individual and group therapy sessions will be delivered by a Board-Certified Music Therapist.
- Sessions will last 30 minutes long.
- The therapist will travel from school to school to deliver therapy sessions. Travel time will be included in the day of services.
- Each session will be designed by the therapist according to the students' specified needs.
- Feedback addressing the students' progress will be provided to the staff as requested.
- For each session involving direct student contact, time will be spent on planning, preparing sessions, and documentation of progress on each student.
- All materials and musical equipment will be provided by Healing Hearts.

**Fee Schedule:**

The music therapist will deliver two days of music therapy sessions at a rate of **\$275.00** per day. Students will be assigned by the ESE office and teachers in the school setting. Approximately 8 sessions will be delivered in one day of services between the hours of 8:30 am-1:30 pm.

**Signature of Music Therapist**

\_\_\_\_\_  
Hakeem Leonard, MM, MT-BC

\_\_\_\_\_  
Date

**Signature of Approval**

\_\_\_\_\_  
Sharon B. Thomas, Director Exceptional Student Education

\_\_\_\_\_  
Date

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_

Roger P. Milton, CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_

REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

SUMMARY SHEET

GADSDEN COUNTY SCHOOL BOARD  
2011 JUL 21 AM 6:50

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8L

Date of School Board Meeting: July 26, 2011

TITLE OF AGENDA ITEM: VISION SERVICES FOR EXCEPTIONAL STUDENTS

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

**This contract is to provide vision services, orientation and mobility training for the visually impaired students in Gadsden County Schools.**

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$25,500.00 (est.)**

PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

Be sure that the COMPTROLLER has signed the budget page.  
This form is to be duplicated on light blue paper.

summary for  
revised 0591

Proof read by: Margaret D. Brown



# AGREEMENT

BETWEEN

## **INDEPENDENT TRAINING FOR THE BLIND AND GADSDEN COUNTY FLORIDA SCHOOL BOARD**

This agreement, dated this **26th day of July 2011**, by and between the **Gadsden County School Board**, hereinafter referred to as the "Board," and **Elizabeth Wilson of Independent Training for The Blind**, hereinafter referred to as "Teacher."

Witnessed:

### **1. Purpose of This Agreement**

The District is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have services of a Vision Teacher and Orientation and Mobility Teacher, Mrs. Elizabeth Wilson of Independent Training for the Blind. The Teacher, as sole provider, agrees to perform these services for the District under the terms and conditions set forth in this contract. The District and the Teacher contemplate that this contract will run through one (1) fiscal school year from July 1, 2011 through June 30, 2012. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. By mutual consent of the County School Board and Teacher, this contract will be renewed annually.

The purpose of this agreement is to specify the manner in which services will be provided to students with visual impairments by Teacher to the Board.

Both parties will comply with applicable federal, state, and local laws, rules, regulations, including rules of the Board.

### **2. The Board Agrees To:**

- a. Provide referral for selected students.
- b. Provide Teacher with instructional space, materials and supplies.
- c. Appoint Director of Special Education to be responsible for the execution of the Board's provisions of this agreement.
- d. Pay for services rendered to students with visual impairments. The Board shall pay \$60.00 per hour for educational services. Services shall include instruction, planning, travel and coordination with staff. This will be paid monthly upon receipt of billing. Services billed shall not exceed 15 hours per week, unless approved by the Director of Exceptional Student Education.



### **3. Teacher Agrees To:**

- a. Assure that services are in accordance with the IEP for each student.
- b. Ensure that written evaluations and student records are the property of the Board
- c. Plan and prepare lessons and strategies, which support the student IEP.
- d. Identify, select and modify instructional materials to meet the needs of students.
- e. Instruct and supervise the work of volunteers and paraprofessionals when assigned.
- f. Establish and maintain effective record keeping procedures (including but not limited to IEP, textbook projections).
- g. Perform functional vision and orientation and mobility assessments on new referrals and three-year re-evaluations.
- h. Interpret eye medical reports as they relate to educational environments.
- i. Recommend appropriate specialized evaluations, as needed, such as low vision, orientation and mobility, psychosocial, and adaptive physical education.
- j. Consult with diagnosticians, classroom teachers, students, and parents concerning appropriate evaluations, modifications, and test administration.
- k. Monitor the student's progress in academic subjects and provide instruction in compensatory skills as needed in the areas the students may have difficulty with as a result of the visual impairment.

### **4. Teacher agrees to provide instruction for:**

- Braille reading and writing
- Use of low vision devices
- Use of Abacus
- Typing/keyboarding
- Adaptive devices (e.g., computers, note takers, tape recorders)
- Listening skills
- Visual efficiency
- Concept development (especially for infants and early childhood students)
- Daily living/self-help skills
- Career readiness
- Leisure and recreation skills
- Social skills
- Self-advocacy
- Orientation and Mobility

This agreement calls for the performance of the services of Independent Training for the Blind, Inc. as an independent contractor and will not be considered as employee of the District for any purpose.

The District will assist Mrs. Wilson with background screening to ensure compliance with fingerprinting and background checks pursuant to Florida Statute. Any costs incurred are the responsibility of the contractor. Mrs. Wilson will work with the District for completion of this requirement, which must be done through the District. The District will provide written confirmation to Mrs. Wilson that she has received this clearance.

In as much as Mrs. Wilson will acquire or have access to information, which is highly confidential, it is expected that she will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.

In the event that Mrs. Wilson shall at any time be unable to provide the services under this contract, Independent Training for the Blind may employ and furnish to perform such services, another duly qualified person who will meet employment criteria of Gadsden County School Board. Independent Training for the Blind shall be responsible for compensation of individuals employed.

\_\_\_\_\_  
Elizabeth Wilson, Vision Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sharon B. Thomas, Director  
Exceptional Student Education

\_\_\_\_\_  
Date

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA

BY: \_\_\_\_\_  
Roger Milton, CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.



LEON COUNTY SCHOOL BOARD  
2011 JUL 21 AM 6:50

# SUMMARY SHEET

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8m

Date of School Board Meeting: July 26, 2011

**TITLE OF AGENDA ITEM: COOPERATIVE AGREEMENT FOR INTER-COUNTY TRANSFER OF EXCEPTIONAL STUDENTS BETWEEN LEON COUNTY SCHOOL BOARD AND GADSDEN COUNTY SCHOOL BOARD**

**DIVISION: EXCEPTIONAL STUDENT EDUCATION**

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

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

Annual review of Contractual Agreement for Inter-County Transfer of Exceptional Students by the School Board of Leon County and the School Board of Gadsden County. The School Board of Leon County provides and operates special programs for properly identified special education students from Gadsden County. The special program contract is for Hearing Impaired, and other students specifically identified by individual contract. Students are placed at the following school sites: W.T. Moore Elementary School, Swift Creek Middle School, Lincoln High School, and Gretchen Everhart Special Day School.

**FUND SOURCE:** STATE FTE FUNDS

**AMOUNT:** (determined by formula)

**PREPARED BY:** Sharon B. Thomas *SBT*

**POSITION:** Director, Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

4 Number of ORIGINAL SIGNATURES NEEDED by preparer. (2 AGREEMENTS: 1 for an individual student Requires 2 signatures of Superintendent  
1 for Inner County transfer of Students  
Requires 2 signatures of Board's Chairman)

SUPERINTENDENT'S SIGNATURE: page(s) numbered 2

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

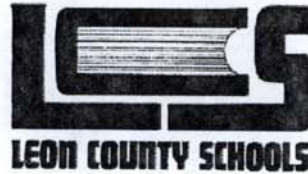
summary.for  
revised 0591

Proof read by: Margaret D. Bunson



**BOARD CHAIR**  
Dee Crumpler

**BOARD VICE CHAIR**  
Dee Dee Rasmussen



**BOARD MEMBERS**  
Georgia M. "Joy" Bowen  
Maggie B. Lewis-Butler  
Forrest Van Camp

**SUPERINTENDENT**  
Jackie Pons

**CONTRACTUAL AGREEMENT  
FOR INTER-COUNTY  
TRANSFER OF EXCEPTIONAL STUDENTS**

This agreement entered into the twenty-second day of August, 2011, by the School Board of Leon County and the School Board of **Gadsden County** is for the purpose of defining the responsibilities of each as it relates to exceptional students who reside in one county and attend schools in the other, and delineating the conditions under which the contract shall be executed.

- I. The School Board of Leon County agrees to make available exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Those programs, assignments, grade levels and sites are as follows:

<u>PROGRAM</u>	<u>ASSIGNMENT</u>	<u>GRADE LEVEL</u>	<u>SITE</u>
Hearing Impaired	Special Day School	PK-12	Everhart
	Resource/Special Class	PK-5	Moore
	Resource Class	6-8	Swift Creek
	Resource/Special Class	9-12	Lincoln

The School Board of **Gadsden County** and the parents will develop an individual educational plan (IEP) for exceptional students in conjunction with the School Board of Leon County. As determined by the IEP, those exceptional students in need of programs, assignments, grade levels and at sites included herein may be served by the School Board of Leon County. Only if programs, facilities and personnel are available will students be considered.

Ray King, Director II  
Exceptional Student Education  
2757 West Pensacola Street \* Tallahassee, Florida 32304-2998  
Phone (850) 487-7158 \* Fax (850) 487-7823 \* [Kingr@leonschools.net](mailto:Kingr@leonschools.net)  
**Building the Future Together ~ All Children Learning**

"The Leon County School District does not discriminate against any person on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, color or disability."

II. In providing these Special Education Programs, the School Board of Leon County shall be responsible for:

- A. Provision and maintenance of adequate and appropriate facilities to house the program(s);
- B. Provision of sufficient certified instructional and qualified non-instructional personnel, necessary for a quality program, including teacher, therapists, and a supervisor or coordinator;
- C. Notifying and obtaining the agreement of the participating district in any decision regarding the assignment of instructional staff in excess of the approved staffing ratio of the School Board of Leon County in order to provide appropriate instruction for a student from the participating district;
- D. Provision of necessary equipment, materials and supplies for each student;
- E. Provision of all other direct and indirect services necessary to conduct a quality program, except those responsibilities specifically designated in this agreement as the responsibility of the participating county;
- F. Provision of dismissal or reevaluation information for students from the School Board of Gadsden County.

III. As a participating school district, the School Board of Gadsden County shall be responsible for:

- A. Provision of transportation for those students from its county who are enrolled in the program. The transportation schedule shall enable students to participate in the total program for at least the minimum number of hours required for the age or grade group;
- B. Provision of the evaluation information and eligibility process conducted in accordance with Florida State Board of Education Administrative Rules 6A-6.0331, FAC, 6A-6.03011, FAC and 6A-6.03013, FAC;
- C. Provision of the assignment and dismissal process in accordance with 6A-6.03028, FAC, 6A-6.0311, FAC and 6A-6.0331, FAC;
- D. Initiating and conducting an Individual Education Plan meeting in accordance with 6A-6.0331, FAC and in conjunction with the School Board of Leon County;
- E. Legal costs incurred through the due process procedure as a result of a student's assignment;
- F. The salary of personnel required to instruct students from the participating district in excess of the approved staffing ratio of the School Board of Leon County;
- G. Adhering to the school calendar and hours designated by the School Board of Leon County.



IV. Funding for exceptional student programs shall follow the procedure specified within this section:

A. The School Board of Leon County shall:

1. Provide the 2011-2012 formula calculation for the Regional Funding Fee;
2. Provide an invoice after the February FTE period to June 1 based on a formula using discretionary tax dollars in the general fund (FEFP calculation) projected total weighted FTE for contracted students multiplied by the Regional Funding Fee; and the salary of any teacher, classroom aide, interpreter or classroom support personnel required for individualized instruction as a result of the behavior and/or communication needs of a **Gadsden County** student;
3. Submit or receive funds as an adjustment to the "Regional Funding Fee" following the June FTE and end-of-year close out. That is, provided the actual end of year formula factors creates an under or over payment of \$100 or more for the current fiscal year.

B. The School Board of **Gadsden County** shall:

1. Receive all FTE funds generated from Transportation of their students to Leon County;
2. Submit payment to the School Board of Leon County based on the statement of account described under IV A of this section. This payment shall arrive no later than June 30, 2012;
3. Submit or receive funds as an adjustment to the Regional Funding Fee payment projections and actual salary reimbursement for any teacher, classroom aide, interpreter or classroom support personnel required for instruction as a result of the behavior and/or communication needs of a **Gadsden County** student, if actual weighted FTE creates an under or over payment of \$100 or more. This adjustment will be made following the June FTE and prior to October 1, 2012.



This Agreement shall take effect August 22, 2011 and continue until May 31, 2012. This contract supersedes any previous agreements. The School Board of Leon County and the School Board of Gadsden County shall abide by Section 1001.42(4)(d)(3.), Florida Statutes, for Settlement of Disagreements, which states "In the event an agreement cannot be reached relating to any phase of the project or activity, the matter may be referred jointly by the cooperating school boards, or by any individual school board of the cooperating districts, to the Department of Education for decision under regulations of the state board, and its decision shall be binding on all school boards of the cooperating districts".

The agreement executed the day and year first written above.

**Extended School Year Services (ESY)**

V. Services for Extended School Year (ESY) will be contracted on an individual basis.

- A. The School Board of Leon County agrees to make available extended school year exceptional student education services in certain exceptional education programs and assignments within certain grade levels at specific sites in the district. Extended school year programs are provided four days per week, Monday through Thursday and follow the adopted Leon County School Board Calendar. All provisions agreed upon in the yearly contractual agreement are extended for extended school year services, i.e., among other things, **Gadsden County** will be required to pay for all costs associated with the employment of one-on-one aides during ESY.
  
- B. Funding: extended school year services will be provided by Leon County for **Gadsden County** students for a cost of five hundred dollars per student for the five weeks of Extended School Year.

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairperson

**THE SCHOOL BOARD OF LEON COUNTY, FLORIDA**

BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
DATE: \_\_\_\_\_

Jackie Pons  
Superintendent, Leon County Schools

**SUMMARY SHEET**

2011 JUL 21 AM 6:51

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

AGENDA ITEM NO. 8n

*RS*

Date of School Board Meeting: JULY 26, 2011

TITLE OF AGENDA ITEM: Agreement between The School Board of Gadsden County Public Schools and INVO HealthCare Associates, Inc.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space) **This contract will provide Occupational Therapy, Physical Therapy and Speech /Language Services to Exceptional Students in Gadsden Schools. These therapists will provide needed services in positions not filled by the Gadsden County School Board.**

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$58.00 (per hour for actual hours worked)**

PREPARED BY: **Sharon B. Thomas** *SBT*  
POSITION: **Director, Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.  
This form is to be duplicated on light blue paper.

summary for  
revised 0591

Proof read by: Margaret D Bronson



## Agreement

THIS AGREEMENT is made on this 18<sup>th</sup> day of May, 2011 (the "*Effective Date*") by and between *Invo HealthCare Associates, Inc.*, 1780 Kendarbren Drive, Jamison, PA 18929 (hereinafter referred to as "*IHC*") and **Gadsden County Public Schools, 35 Martin Luther King Jr. Boulevard, Quincy, FL 32351** (hereinafter referred to as "Agency").

THIS AGREEMENT contains the following:

- (A) Agency is an agency serving individuals with special needs.
- (B) Both parties wish to enter into an AGREEMENT in which *IHC* will contract with therapist (s) (hereinafter referred to as "therapist"), who will provide therapy services to the individuals of the Agency.

THE PARTIES agree to the following:

1. Services:

Both parties agree that the scope of *IHC*'s responsibility, as set forth in the AGREEMENT, is limited to contracting with therapist(s) who will provide up to seventy-five (75) hours per week of occupational therapy service, thirty-eight (38) hours per week of physical therapy service, and on an "as needed" basis hours per week of speech and language pathology service for the clients of the Agency located in the state of Florida.

2. Duties of Therapist:

- (a) The services provided by the therapist under this AGREEMENT will be consistent with the available facilities, the therapist's professional judgment and the standards established in the Agency's community.
- (b) The therapist shall maintain adequate and current records, in the manner required by the Agency, for individuals who are provided with service.
- (c) The therapist will furnish a professional liability insurance policy to cover herself/himself. This policy must be effective on or before the therapist's first day of work.
- (d) The Agency understands and agrees that *IHC* and the therapist are acting and performing as independent contractors at all times. The professional duties of the therapist will be directed by the Agency. The Agency and the therapist must fully comply with all applicable provisions of law and other rules and regulations of any and all governmental authorities relating to licensure and the regulation of the therapist and the Agency.
- (e) The therapist, under their contract, must comply with policies, rules, and regulations of the Agency.



3. Term:

This AGREEMENT shall be for one (1) year term beginning on or about July 1, 2011 and extending until June 30, 2012. The AGREEMENT will continue for an additional one (1) year term unless either party gives written notice of cancellation sixty (60) days prior to the next one year term. However, if *IHC* does not present a qualified candidate for interview within thirty (30) days from the date on which this AGREEMENT is signed, then the Agency will have the option to terminate the AGREEMENT. Notice of termination will be delivered to *IHC* by Certified Mail with a return receipt.

4. Fees:

(a) *IHC* shall be compensated for services rendered.

(b) Since *IHC* incurs daily expenses, *IHC* will receive from the Agency a guaranteed income of fifty-eight (\$58.00) dollars per hour for every hour of contracted occupational therapy service approved by the Agency, fifty-eight (\$58.00) dollars per hour for every hour of contracted physical therapy service approved by the Agency, and fifty-eight (\$58.00) dollars per hour for every hour of contracted speech and language pathology service approved by the Agency. In the event that therapist must travel between locations after arriving for work on a given date, billable hours will include transportation time from one location to another and a mileage rate of \$.445 per mile.

The Agency shall make payment within thirty (30) days of receipt of a properly prepared and submitted invoice. If the payment is not postmarked from the Agency within thirty (30) days of the receipt of the invoice, the Agency agrees to pay an additional 1.5% interest per month on amounts not paid, such interest being calculated beginning day thirty-one (31) from receipt of invoice. Interest should be calculated in accordance with standard accounting procedures. *IHC* shall bill the Agency for the interest.

Failure by the Agency to pay appropriately submitted invoice within sixty (60) days of receipt may be considered a breach of contract.

For each subsequent contract renewal, the compensation for therapist's services will be negotiated approximately one month prior to the initiation of the next contract period.

5. Duties of Agency:

(a) The Agency will provide the therapist with adequate work areas and equipment, as deemed necessary by the Agency, for the therapist to perform her/his job.

(b) Agency will provide support services as needed.

6. Service of Notices:

Notices served on the Agency will be served by Certified Mail with a return receipt, to the **Gadsden County Public Schools, 35 Martin Luther King, Jr. Boulevard, Quincy, FL 32351**. Notices served on *IHC* will be served by Certified Mail with a return receipt, to *Invo HealthCare Associates, Inc.*, 1780 Kendarbren Drive, Jamison, PA 18929

7. Law of State to Govern:

The validity, enforceability and interpretation of any of the clauses of this AGREEMENT will be determined and governed by the substantive and procedural laws of the commonwealth of Pennsylvania.

8. Scope of AGREEMENT:

This AGREEMENT constitutes the final, complete and entire contract between the parties and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions of the parties, whether written or oral. There are no representations or other agreements included. No supplemental modification or waiver of this AGREEMENT will be binding unless executed in writing by the parties to be bound thereby.

9. Amendments:

This AGREEMENT may be amended at any time by mutual agreement of the parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both the Agency and *IHC*.

10. Non-Interference, Non-Solicitation, and Restrictive Covenant:

Agency agrees that it may not during the term of this Agreement and for two (2) years after the expiration or termination of this agreement, directly or indirectly, either as agent, partner, owner, investor, adviser or consultant or in any other capacity, employ or otherwise contract for services with the following:

- a). any therapist that any *IHC*'s staff introduces to Agency, arranges for interview with Agency, or who has provided Services to Agency by or through *IHC*;
- b). any business entity (*i.e.* corporation, company partnership, association) that wishes to use any of *IHC* staff that has been introduced to Agency, had an arranged interview with Agency, or who has provided Services to Agency by or through *IHC*; and/or
- c). any current or former therapist of *IHC* who has provided Services to Agency under the terms of this Agreement and who is associated with an independent



business entity as an employee, officer, agent, partner, owner, investor, lender, director, adviser or consultant or in any other capacity.

11. Default:

The Agency will be in default if any of the following happens:

- (a) The Agency fails to make any payment when due.
- (b) The Agency breaks a promise it has made to *IHC*, or the Agency fails to perform promptly at the time and in the specified manner provided in this contract.
- (c) The Agency makes any representation or statement to *IHC* that is false or misleading in any material respect.

12. Confidential Information:

Both parties agree they will not at any time during or after termination of this AGREEMENT use or disclose any confidential information or methods to any person or entity for any purpose whatsoever without the prior written consent of the Agency and *IHC*.

13. Termination:

This AGREEMENT may be terminated (i) immediately upon written notice of breach of any party by the other party, or (ii) by either party upon sixty (60) days prior written notice. Notice will be delivered to the other party by Certified Mail with a return receipt.

The validity or unenforceability of any particular provision or part of this AGREEMENT will not affect any other provisions. If any provision of this contract is held to any extent invalid by any competent tribunal, that provision will be modified to make it enforceable.

THE PARTIES execute this AGREEMENT on the \_\_\_\_\_ day of \_\_\_\_\_, 2011.

**Gadsden County Public Schools**

By: \_\_\_\_\_

Title: \_\_\_\_\_

***Invo HealthCare Associates, Inc.***

By: \_\_\_\_\_

Mary A.J. McClain, President



# SUMMARY SHEET

2011 JUL 21 AM 6:50

## RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 80

Date of School Board Meeting: JULY 26, 2011

TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools And Independent Contractor For Occupational Therapy Services - Makesha Bush, OTR/L

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Occupational Therapy Services to Exceptional Students in Gadsden Schools. This therapist will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEFP Dollars

AMOUNT: \$58.00 (per hour for actual hours worked)

PREPARED BY: Sharon B. Thomas *SBT*  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.  
This form is to be  duplicated  on  light blue paper .

summary for revised 0591

Proof read by: Margaret D. Bruns

## **COOPERATIVE AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES**

**Subject:** Cooperative agreement for Occupational Therapy Services

### **1. Scope of Services**

**Between:** Gadsden County School Board, Quincy, FL hereinafter referred to as "Agency" and, Makesha Bush, OTR/L, P.O. Box 513 Gretna, FL 32332 hereinafter referred as "Contractor".

- The Agency is in the business of providing childhood services to children with special needs enrolled in its program, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor for occupational therapy services.
- Contractor agrees to perform these services for the Agency under the terms and conditions set forth in this contract.

### **2. Duration and Termination**

The parties hereto contemplate that this contract will begin August 2011 and continue through June 2012. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty days written notice. Said notice shall be delivered by certified mail or in person.

### **3. Authorized Parties**

Roger P. Milton School Board Chairman and Sharon B. Thomas ESE Director are designated representatives authorized to represent the Agency. Makesha Bush is the designated Contractor.

### **4. Nature of Work**

Contractor shall provide occupational therapy services with respect to all matters relating or affecting the provision of occupational therapy to the Agency. Contractor shall render services according to their professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement.

The contractor will:

- Supply testing materials needed, and will provide evaluative, direct & consultative Occupational Therapy services consistent with goals in students' education/support plan
- Attend IEP meetings; if unable to attend IEP meetings, provide required information to Agency prior to meeting
- Maintain documentation of services per funding source requirements/guidelines



#### **4. Nature of Work (continued)**

The Agency will:

- Provide appropriate workspace for diagnostic, intervention, and consultation services and access to copy machine, fax machine, and telephone
- Provide supplies as needed for contractor to carry out objectives outlined in the individual education plan for occupational therapy
- Provide contractor with a schedule of IEP meetings, parent conferences, and family support meetings to provide adequate time for contractor to prepare for meetings

#### **6. Status of Contractor**

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Agency for any purpose.

#### **7. Place of Work**

It is understood that these services will be rendered at schools within the Gadsden County Public School System.

#### **8. Time Devoted to Work**

In the performance of the services, the services and the hours the Contractor is to work on any given day will be entirely within Contractor's control, and the Agency will rely upon Contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. Contractor will provide services for 7.5 hours per school day; 3-4 days/week. It is understood that the contractor is free to contract similar services for other agencies, while under contract, provided that such services do not negatively interfere with contract and provision of services between the Agency and contractor.

#### **9. Payment**

The Agency will pay contractor for all work actually performed by Contractor, on completion of the same, a daily rate of \$435/ per day (\$58.00 x 7.5 hrs/day). The Board shall make payments monthly as routinely dispersed according to the agency's payment schedule. Contractor will receive travel reimbursement for travel between district schools and office. Contractor agrees to submit properly prepared invoices on a monthly basis.

#### **10. Insurance Liability**

Contractor agrees to maintain, at contractor's expense, professional liability insurance. Contractor agrees to provide proof of current State of Florida licensure, proof of Professional Liability Insurance, & proof of required health & background screenings as requested.



**11. Confidentiality**

Inasmuch as contractor will acquire or have access to information that is highly confidential, contractor will not disclose such information unless disclosure is required by law or with authorization of the Agency. Records will not be removed from the school through which services are being provided.

**12. Miscellaneous**

Contractor shall, through insurance and otherwise, hold harmless the Agency, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor, if any, relating to the care and treatment of students or other actions required to provide services pursuant to this contract.

**13. Non Compete Clause**

The contractor understands and agrees that all clients served under this agreement will remain clients of the agency upon termination of this agreement.

**14. Waiver of Breach**

No waiver or any breach by any party of terms of this Agreement shall be deemed a waiver of any subsequent breach.

**15. Governing Law**

Florida Law shall govern this instrument in reference to interpretation and performance.

**16. Communications**

Any official communication between parties will be sent by certified mail to the following addresses:

For the Agency:

Sharon B. Thomas, Director of ESE  
35 Martin Luther King Blvd  
Quincy, FL 32351

For the Contractor:

Makesha Bush, Occupational Therapist  
P.O. Box 513  
Gretna, FL 32332

**17. Amendments**

This agreement makes up the entire agreement between the parties. The said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be enforceable, all other provisions shall remain enforceable.

**18. Representations**

The parties represent to each other:

- (a) Each party fully understands the provisions of this agreement and each is signing this Agreement freely and voluntarily intending to be bound by item terms.
- (b) Each party understands and agrees that this agreement constitutes the contract of the parties. There are not warranties or other than those set forth herein.

IN WITNESS WHEREOF, the parties have caused this agreement to be duly executed on the dates hereinafter indicated.

\_\_\_\_\_  
**Makesha Bush, OTR/L Occupational Therapist  
Independent Contractor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sharon B. Thomas, Director  
Exceptional Student Education**

\_\_\_\_\_  
**Date**

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_  
**Roger P. Milton, CHAIRMAN**

\_\_\_\_\_  
**Date**

ATTEST: \_\_\_\_\_  
**REGINALD C. JAMES, SUPERINTENDENT**

\_\_\_\_\_  
**Date**

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

SUMMARY SHEET

2011 JUL 21 AM 6:50

AGENDA ITEM NO. 8p

Date of School Board Meeting: **July 26, 2011**

TITLE OF AGENDA ITEM: **CONTRACT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA AND ART THERAPIST**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

**This contract provides for Art Therapy for the students at Gadsden Central Academy two (2) times a week. The Therapist provides individual and group therapy for identified students.**

FUND SOURCE: **IDEA**

AMOUNT: **\$15,500.00**

PREPARED BY: Sharon B. Thomas *SBT*  
POSITION: Director, Exceptional Student Education

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.  
SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.  
This form is to be  duplicated on light blue paper.

summary for  
revised 0591

Proof read by: Margaret J. Brunson



# GADSDEN COUNTY SCHOOL DISTRICT

## EXCEPTIONAL STUDENT EDUCATION CONTRACT WITH INDEPENDENT CONTRACTOR

2011-2012 Fiscal Year

GADSDEN, State of FLORIDA herein referred to as contractor.

1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Beth Bostick-Cox, Art Therapist.
2. Contractor agrees to perform these services for the Board Contract made July 26, 2011, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Beth Bostick-Cox, 60 Oakland Drive, Quincy, Florida, 32351 of QUINCY County of under the terms and conditions set forth in this contract.

### NATURE OF WORK

Contractor will provide art therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of art therapy services to students with disabilities three (3) to twenty-one (21), approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan.

### PLACE OF WORK

BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for art therapy. It is understood that these services will be rendered in Gadsden County Schools, at Gadsden Central Academy City of Quincy, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

### TIME DEVOTED TO WORK

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than five (5) hours and no more than twelve (12) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

### PAYMENT

The Board will pay contractor for all work actually performed by contractor on completion of the same, with masters degree at the rate of \$35.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.

### DURATION AND TERMINATION

The parties hereto contemplate that this contract will run for one (1) fiscal school year from August 1, 2011 thru June 30, 2012. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

### STATUS OF CONTRACTOR

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.



### PAYMENT OF TAXES AND ASSESSMENTS

This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractor's expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.

### CONFIDENTIALITY

Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.

### SERVICES BY OTHERS

In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.

### MISCELLANEOUS

Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.



AMENDMENTS

This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.

In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.

\_\_\_\_\_  
BETH BOSTICK-COX, ART THERAPIST

\_\_\_\_\_  
Date

\_\_\_\_\_  
SHARON B. THOMAS, DIRECTOR ESE

\_\_\_\_\_  
Date

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_  
ROGER P. MILTON, CHAIRMAN

\_\_\_\_\_  
Date

ATTEST: \_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(f) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

SUMMARY SHEET

2011 JUL 21 AM 6:50

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA  
AGENDA ITEM NO. 89

Date of School Board Meeting: JULY 26, 2011

AGENDA ITEM: FSU MULTIDISCIPLINARY SERVICES 2011-2012 SCHOOL YEAR

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

The contractual agreement between FSU and Gadsden School District provides for evaluation, follow-up, and intervention services beyond what the district provides. The center agrees to evaluate referred students, provide follow-up services and interventions. The district will make the appropriate referrals, assist with transportation when necessary and reimburse for copying when appropriate. Counseling services will be provided to students at EGHS one day a week.

FUND SOURCE: IDEA DOLLARS  
AMOUNT: \$30,000.00 est..

PREPARED BY: Sharon B. Thomas   
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.  
SUPERINTENDENT'S SIGNATURE: page(s) numbered 3 & 5  
CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be  duplicated on light blue paper.

summary for  
revised 0591  
Proof read by:





# FLORIDA STATE UNIVERSITY

Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center  
715 West Gaines Street • P.O. Box 3061603  
Tallahassee, Florida • 32306-1603  
850-644-2222 • 850-644-6591 (FAX) • <http://mdc.csw.fsu.edu/>

## **COOPERATIVE SERVICE AGREEMENT BETWEEN THE FLORIDA STATE UNIVERSITY AND GADSDEN COUNTY SCHOOL DISTRICT**

This Agreement between the Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center of the Florida State University and the Gadsden County School District sets forth services to be provided to the District and the responsibilities of the University and the District for the purposes of the Agreement. The Louise R. Goldhagen Multidisciplinary Evaluation and Consulting Center of the Florida State University will hereinafter be referred to as the “MDC” and the Gadsden County School District will hereinafter be referred to as the “District.”

The District will be provided an allocation of 200 service hours to be devoted to diagnostic and consultation services. Each full evaluation will utilize 20 service hours, each partial evaluation will utilize 10 service hours, and consultation services will be calculated at actual clock hours.

The District will identify children to be referred to the MDC. Referrals should be for children served by the District from pre-school through grade 12. These children may be Exceptional Student Education students whom the District identifies as not adequately evaluated through District evaluation procedures or students in regular classrooms who are experiencing severe learning an/or behavioral problems. The referral system existing in the District will be utilized by the MDC, or the MDC's referral forms may be used. Allocated service hours not utilized in the District may be made available to other participating Districts after February 1, 2012.

The MDC will be under the direction of Beverly M. Atkeson, Ph.D and she will have responsibility for planning and implementation of the program with the MDC professional staff.

The MDC will not use or disclose any information concerning the recipient of services under this Agreement for any purpose except with written consent of the recipient's responsible parent or guardian as authorized by law, and the MDC agrees to comply with all applicable laws and regulations concerning confidentiality of student's records.



Any MDC personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of Florida Statutes. This may be satisfied by providing the District current Level II screening approval from another Florida School District.

1. The MDC agrees to provide professional services in the following areas:
  - The MDC agrees to maintain a diagnostic clinic to provide evaluation services to identified children experiencing complex learning and/or behavioral problems and to recommend alternative teaching strategies and/or behavioral intervention techniques based on the diagnostic evaluations.
  - The MDC agrees to provide a written report of each multidisciplinary evaluation to the parent or legal guardian and to those staff members designated by the District for receipt of such reports, and to appropriate individuals or agencies requested, in writing, by the parent or legal guardian.
  - The MDC agrees to provide written and verbal recommendations for teachers and to parents.
  - The MDC agrees to provide inservice education for teachers in participating school districts, when specifically requested by the District.
  - The MDC agrees to participate in case conferences with school personnel at the student's school(s).
  
2. The District agrees to provide for Gadsden County students referred to the MDC the following:
  - The District will make school records for each referral available for perusal by MDC staff within the setting of the local school.
  - The District will provide, for each referral, copies of evaluation reports completed by District personnel or through District contacts with other agencies, at no charge to the MDC and with appropriate permission of the student's parent or legal guardian.
  - The District will provide transportation to and from the FSU campus for individual students referred to the MDC when the student's parents are unable to provide transportation.
  - The District may be asked to participate in an evaluation of MDC services. This evaluation may include contact with parents, teachers and school and district administrative personnel.

The MDC and the District mutually agree: This Agreement shall begin on July 1, 2011, or any later date on which the Agreement has been signed by both parties, and shall terminate on June 30, 2012.

Signature Approval: IN WITNESS THEREOF, the parties hereto have caused this three page Agreement to be executed by their authorized officials.

District

MDC

\_\_\_\_\_  
Signature    Date

*Beverly M. Atkeson* *5-17-11*  
\_\_\_\_\_  
Beverly M. Atkeson    Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Director  
Title



**AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY,  
FLORIDA AND THE FLORIDA STATE UNIVERSITY  
MULTIDISCIPLINARY CENTER**

This agreement by and between the School Board of Gadsden County, hereinafter referred to as the District, and the FSU Multidisciplinary Center, for and on behalf of The Florida State University Board of Trustees, a public body corporate of the State of Florida, hereinafter referred to as The Center, is for the purpose of securing counseling services.

1. The term of the agreement is July 1, 2011 through June 30, 2012.
2. The rate for service is \$400 per day. Rates include direct service to students, consultation with school personnel and parents as needed, participation in meetings and staffings, cost of materials and supplies, and costs of travel.
3. The District shall pay the Center bi-monthly based upon the Center's invoices accompanied by logs of services.
4. The Center shall be responsible for the following:
  - Individual and group counseling for students identified by the Gadsden County School District, in schools mutually agreed upon, for the academic year 2011-2012.
  - Consultation with teachers and other school personnel in regard to students referred for counseling.
  - A treatment summary for each student served upon completion of service.
  - Licensed/certified supervision for the counselors.
5. The District shall be responsible for the following:
  - Obtain parental permission for each student referred for counseling.
  - Provide a regular meeting location that is relatively free of outside noise and distractions.
6. The District will have access to counseling records that are directly pertinent to this agreement.
7. The Center agrees to maintain all records for a period of at least three years following termination of this agreement.
8. The Center agrees that it complies with applicable provisions of the Civil Rights Act and Section 504 Requirements governing agreements of this nature.
9. Any Center personnel who (a) are permitted access on school grounds when students are present, (b) have direct contact with students, or (c) have access to or control of school funds shall, prior to beginning work, shall meet Level II screening requirements of Sections 1012.32 & 435.04 of Florida Statutes. This may be satisfied by providing the District current Level II screening approval from another Florida School District.



10. Each party agrees to be solely responsible for the negligent or wrongful acts of its employees, agents and representatives arising out of that party's respective tasks and duties that are the subject of the Agreement. This recognition by the parties is intended to be consistent with the State's waiver of sovereign immunity pursuant to Section 768.28, Florida Statutes and the Florida Supreme Court's decision in Florida Department of Natural Resources v. Garcia, 753 So.2d 72, 77-78(Fla. 2000), and does not alter such waiver, waive any lawful defense, or extend liability of either party beyond the provisions established in Section 768.28, Florida Statutes. In the event of litigation each party agrees to be liable and responsible for its own legal costs, expenses and attorney fees.

The parties affix their signatures below to covenant to the terms above.

Beverly M. Atkeson  
Beverly M. Atkeson, Director  
FSU Multidisciplinary Center

May 17, 2011  
Date

Nicholas F. Mazza  
Nicholas F. Mazza, Dean  
College of Social Work

5/17/11  
Date

\_\_\_\_\_  
Superintendent  
Gadsden County Schools

\_\_\_\_\_  
Date

SUMMARY SHEET

2011 JUL 21 AM 6:51

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8r

Date of School Board Meeting: **JULY 26, 2011**

TITLE OF AGENDA ITEM : **Contract with Behavior Management Consultants, Inc., & Gadsden County School Board**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

**YES** (amendment) This is a CONTINUATION of a current project, grant, etc.

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

***This contract will provide for behavioral assessments and program development for ESE students with severe behavior problems, which require the expertise of a Behavior Analyst.***

FUND SOURCE: **Individuals with Disabilities Education Act (IDEA)**

AMOUNT: **\$80,000.00 (not to exceed)**

PREPARED BY: **Sharon B. Thomas**   
POSITION: **Director, Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4 & 6

CHAIRMAN'S SIGNATURE: page(s) numbered 4

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for  
revised 0591

Proof read by:

**GADSDEN COUNTY SCHOOL DISTRICT  
EXCEPTIONAL STUDENT EDUCATION  
CONTRACT WITH INDEPENDENT CONTRACTOR**

***Behavior Management Consultants, Inc.***

**2011-2012 Fiscal Year**

**Contract made JULY 26, 2011, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and**

**Behavior Management Consultants, Inc., of Post Office Box 10827 City of**

**Tallahassee, County of Leon, State of Florida, 32303 referred to as contractor.**

- 1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Behavior Management Consultants.**

**Contractor agrees to perform these services for the Board under the terms and conditions set forth in this contract.**

**NATURE OF WORK**

**Contractor will provide Behavioral Management services on behalf of the Board with respect to all matters relating to or affecting the provision of Behavioral Management to the preschool and school age population as identified by the Board and are approved by the Director of Exceptional Student Education. The contractor will render such services according to his/her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the student's Individual Education Plan. The contractor shall provide the following services: See Attachment A.**



## **PLACE OF WORK**

**BOARD** will provide adequate space and equipment for contractor to carry out objectives for identified students. It is understood that these services will be rendered in Gadsden County Schools: largely at George W. Munroe, Stewart Street, Gadsden Central Academy, Havana Elementary & Havana Middle School, County of Gadsden, State of Florida, as designated by the Director of Exceptional Student Education.

## **TIME DEVOTED TO WORK**

In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractor's control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than thirty (30) hours and no more than one hundred fifty (150 ) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.

## **PAYMENT**

The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$57.00 per hour for Ph.D. level Senior Behavior Analysts; \$25.00 to \$35.00 per hour for Behavior Analysts; and \$15.00-\$23.00 per hour for Behavior Specialist and \$10.00-\$18.00 per hour for Behavior Training Specialist. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.

## **DURATION AND TERMINATION**

The parties here to contemplate that this contract will run for one (1) school year from August 1, 2011 through June 30, 2012. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

## **STATUS OF CONTRACTOR**

This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.

## **PAYMENT OF TAXES AND ASSESSMENTS**

**This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractor's expense, worker's compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.**

## **CONFIDENTIALITY**

**Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Education.**

## **SERVICES BY OTHERS**

**In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by as substitutes.**

## **MISCELLANEOUS**

**Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.**

## **AMENDMENTS**

**This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.**

**In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.**

\_\_\_\_\_  
**Behavior Management Consultant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sharon B. Thomas, Director  
Exceptional Student Education**

\_\_\_\_\_  
**Date**

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

**BY:** \_\_\_\_\_  
**Roger P. Milton, CHAIRMAN**

\_\_\_\_\_  
**Date**

**ATTEST:** \_\_\_\_\_  
**REGINALD C. JAMES, SUPERINTENDENT**

\_\_\_\_\_  
**Date**

Notice to Vendor/Contractor: By acceptance of a contract order in excess of \$10,000 and involving Federal Funds, the Vendor Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.





Behavior Analytic Services Agreement  
Behavior Management Consultants, Inc. and  
Gadsden County Schools  
8/1/11-6/30/12

Behavior Management Consultants, Inc. (BMC) will provide Behavior Analysts and Behavior Specialists to address the specific areas of consultation identified below.

**Procedures:**

The ESE Director will request Clinical Behavioral Support for the district's schools by a written Request for Behavioral Services that are faxed to the BMC offices, 850-521.1973.

Additionally BMC will provide onsite Behavioral Services to support George Monroe Elementary school using a team approach integrated with the School Intervention Team.

**1- Clinical Behavioral Support by Referral**

Description: Provide Behavioral services for referrals approved by the Director of ESE services for individual students in schools across the district. Services will be provided directly by the BMC consulting staff with the credentials and rates identified in the attached Fee Schedule.

1. Conducting Functional Behavioral Assessments and Analyses of problem behavior of individually referred students. All of this work is conducted in a manner that is consistent with current best practice and the behavior analytic research base.
2. Developing individual behavioral programs. Programming is based upon the outcome of the Functional Behavioral Assessment. School staff will collaborate on the development of the programming to be sure that implementation is feasible. Data collection procedures will be used to determine effects and to make adjustments to the programming when necessary.
3. Implementing behavior programs. In some cases, BMC will actually be the primary implementor of the behavior plan until reasonable control is established and school staff can be trained on the programming to a reasonable degree of fidelity. In most cases, school staff after training on the protocols will implement behavioral programming for their students.

4. Developing and assisting with implementation of classroom or school-wide behavioral programs. In some situations, classroom behavior management and support plans are a necessary first step in impacting the behavior of students. The Behavior Analyst will work closely with the teacher and administrative staff to address these issues.

### **2-School-based Behavioral Team**

1. This is arranged for George Monroe Elementary to continue Level 2 and 3 RTI assessment and interventions as determined by referrals from the school intervention and RTI team.

### **3-Staff Training: Various Topics**

Description: Workshops (Half or Full Day) On selected topics such as Asperger's: Assessment and Treatment; Functional Behavioral Assessments; or behavioral topics requested by the district

#### Staff Clinical Services Rates

See Fee Schedule

#### Staff Training Workshop Rate

##### **Senior Behavior Analysts**

Full Day: \$550.00

Half Day: \$300.00

#### Mileage Rate

.45 per mile

### **Total Contract Costs**

This contract will not exceed \$80,000.00. However, the money may be shifted between the consultants and projects as needed and with the approval of the ESE Director.

---

Maxin L. Reiss, PhD, BCBA  
Senior Behavior Analyst  
CEO/VP

---

Gadsden County Schools

## Consulting Assignment Breakdown

<u>2010-2011</u>	<u>Billed Hrs</u>
Chattahoochee	87
George Monroe	1850
Shanks	19
St John	3
Gretna	8
Greensboro	14
Stewart	802
Billed from office	15

### **Proposed (but determined by need (referrals))**

<u>2011-2012</u>	<u>Billed Hrs</u>
Chattahoochee	100 Currently 5 open cases
George Monroe	1850
Other District	100 Gretna, Greensboro, St Johns, Shanks etc
Stewart St	? Depends on which cases you want to keep open and new referrals Students who we think will need behavioral support C. Berry K. Dennard T. Fain K. Farlin M. Fisher N. Francis



Fee Schedule: Gadsden County Schools  
8/1/011-6/30/12  
Behavior Management Consultants, Inc.  
PO Box 10827, Tallahassee, Florida 32302  
(850) 521-0242

Consultation Hours are paid according to the following rate structure. BMC has a large number of consultants and can meet negotiated requirements for the amount of consultation time. Consultation is paid on an as used basis only.

Skill Training Specialist:

AA degree staff currently enrolled in university, with 1 undergraduate course in Applied Behavior Analysis and 1 Directed Individual Study course in ABA in the schools.  
Rate: \$10.00-\$18:00 per hour (depending on years of experience)

Behavior Specialist 1:

BS level persons who may have undergraduate or graduate level courses in Applied Behavior Analysis with less than 2 years experience working in the schools.  
Rate: \$15.00-23.00 per hour (depending on years of experience)

Behavior Specialist 2:

BS level persons who may have undergraduate or graduate level courses in Applied Behavior Analysis with 2 or more years working directly under the supervision of a Behavior Analyst.  
Rate: \$23.00-28.00 (depending on years of experience)

Behavior Analyst 1:

BS level persons who may have 1 or 2 undergraduate or graduate level courses in Applied Behavior Analysis with 1 or more years working directly under the supervision of a Behavior Analyst. This person is either board certified or eligible to sit for board certification at the BCABA level.  
Rate: \$25.00-35.00 (depending on years of experience)

Behavior Analyst 2:

MS level person (or currently in graduate school program) with either a degree in Applied Behavior Analysis or a minimum of four graduate level courses in Applied Behavior Analysis, with minimum of 1 year of experience of work directly in the schools. This person is either board certified or eligible to sit for board certification at the BCBA level.  
Rate: \$28.00-\$45.00 per hour (depending on years of experience)

Senior Behavior Analyst:

PhD or MS level person, with graduate level specialization in Applied Behavior Analysis and certification in ABA (BCBA) with more than 5 years of experience of work directly in the schools.  
Rate: \$45.00-\$60.00 per hour (depending on years of experience and degree)

Fee Schedule Addendum: Gadsden County Schools  
8/1/11-6/30/12  
Behavior Management Consultants, Inc.  
PO Box 10827, Tallahassee, Florida 32302  
(850) 521-0242

<u>Senior Behavior Analysts</u>	<u>45-60 per hour</u>
Phil Adams, PhD, BCBA	57.00 per hour
Julie Steward, LCSW, BCBA	46.00 per hour
Meredith McMillan, MS, BCBA	46.00 per hour
<u>Behavior Analyst 1</u>	<u>25-35 per hour</u>
TBA	
<u>Behavior Analyst 2</u>	<u>28-45per hour</u>
Sarah Gagliardi, MS, BCaBA	42.00
<u>Behavior Specialists 1</u>	<u>15-23 per hour</u>
Sarah Pierce, BS	23.00
TBA BS	23.00
<u>Behavior Specialist 2</u>	<u>22-28 per hour</u>
TBA	\$22.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8s



Date of School Board Meeting: July 26, 2011

TITLE OF AGENDA ITEM: Contracted Services with Speech/Language Pathologist  
Joy Scharein & The Gadsden County School Board

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

**Contract services with Joy Scharein to provide Speech/Language services to students at Havana Elementary School and Havana Middle School on an average basis of (37.5) THIRTY-Seven and a half hours per week.**

FUND SOURCE: **FEEP dollars**

AMOUNT: **\$63,000.00**

PREPARED BY: Sharon B. Thomas *SBT*

POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 4

CHAIRMAN'S SIGNATURE: page(s) numbered 4

**Be sure that the COMPTROLLER has signed the budget page.  
This form is to be  duplicated on light blue paper.**

summary for  
revised 0591

Proof read by: Margaret D. Bronson



**GADSDEN COUNTY SCHOOL DISTRICT  
STUDENT SERVICES/EXCEPTIONAL EDUCATION  
CONTRACT WITH INDEPENDENT CONTRACTOR  
2011-2012 Fiscal Year**

*Contract made July 26, 2011, BETWEEN the School Board of Gadsden County, Florida, a corporation organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King, Jr. Blvd., City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, and Joy Scharein, Speech Pathologist of 10041 Neamathla Trail, City of TALLAHASSEE County of LEON, State of FLORIDA herein referred to as contractor.*

- 1. The Board is in the business of providing educational and other services to the students enrolled in its institutions or programs, and in the conduct of such business, desires to have the following services, as a contractor, to be performed by contractor: Speech/Language Therapy.*
- 2. Contractor agrees to perform these services for the Board under the terms and conditions set forth in this contract.*

**NATURE OF WORK**

*Contractor will provide speech/language therapy services on behalf of the Board with respect to all matters relating to or affecting the provision of speech/language therapy to the preschool and school age population as identified by the Board and are approved by the Director of Exceptional Student Education. The contractor will render such services according to her professional qualifications, which together with appropriate registration, licensure and/or permit, shall be maintained throughout the terms of this agreement. Contractor shall have sole control of the manner and means of performing this contract provided the same is implemented under the direction of the students Individual Education Plan. The contractor shall provide the following services: See Attachment A.*

### **PLACE OF WORK**

***BOARD will provide adequate space and equipment for contractor to carry out objectives outlined in the individual education plan for speech/language therapy. It is understood that these services will be rendered in Gadsden County Schools. Services will be provided mainly at Havana Elementary School and Havana Middle School, City of Havana, County of Gadsden State of Florida, as designated by the Director of Exceptional Student Education.***

### **TIME DEVOTED TO WORK**

***In the performance of the services, the services and the hours contractor is to work on any given day will be entirely within contractors control and the Board will rely upon contractor to put in such number of hours on a daily basis that is reasonably necessary to fulfill the spirit and purpose of this contract. However, the contractor will provide services for no less than fifteen (15) hours and no more than thirty-seven and a half (37.5) hours per school week. The contractor may provide up to twenty (20) additional hours per school year for additional activities as scheduled and approved by the Director of Exceptional Student Education.***

### **PAYMENT**

***The Board will pay contractor for all work actually performed by contractor, on completion of the same, at the rate of \$50.00 per unit of service. Payment shall be made by the Board within thirty (30) days after a statement for professional services rendered is received. Such statements shall be presented monthly. The contractor will not be reimbursed for traveling.***

### **DURATION AND TERMINATION**

***The parties hereto contemplate that this contract will run for (1) fiscal school year August 1, 2011 thru June 30, 2012. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.***



## **STATUS OF CONTRACTOR**

*This contract calls for the performance of the services of the contractor as an independent contractor and contractor will not be considered an employee of the Board for any purpose.*

## **PAYMENT OF TAXES AND ASSESSMENTS**

*This contractor assumes full responsibility for the payment of all assessments, payroll taxes, or contributions, whether state or federal, as to his/her services under this contract and as to all individuals employed by the contractor to perform services under this contract. Contractor shall furnish to the Board, upon the request of the Board, a certificate or other evidence of compliance with all state or federal laws concerning contributions, taxes, and payroll assessments. Contractor agrees to maintain, at contractors expense, workers compensation insurance, as required by law, to fully protect both contractor and any individual employed by contractor in providing services under this contract.*

## **CONFIDENTIALITY**

*Inasmuch as contractor will acquire or have access to information which is highly confidential, it is expected that contractor will not disclose such information unless such disclosure is required by law or with the authorization by the Director of Exceptional Student Education.*

## **SERVICES BY OTHERS**

*In the event that the contractor shall at any time be unable to provide the services under this contract, the contractor may employ and temporarily furnish as a substitute to perform such services, another duly qualified and licensed person. Contractor shall be responsible for compensation of individuals employed by her as substitutes.*

## **MISCELLANEOUS**

*Contractor shall, through insurance and otherwise, hold harmless the Board, its officers, and employees from any claim of liability resulting from any actions or negligence of the contractor or her substitutes or employees, if any, relating to the care and treatment of students, the operation of motor vehicles, or other actions required to provide services pursuant to this contract.*



**AMENDMENTS**

*This agreement and any signed attachments make up the entire agreement between the parties. Said agreement can only be modified or amended in writing, signed by both parties. If any provision of this agreement is found or determined to be unenforceable, all other provisions shall remain enforceable.*

*In witness their hands and seals, the parties have executed this agreement on the dates hereinafter indicated.*

\_\_\_\_\_  
*Joy Scharein, Speech Pathologist*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Sharon B. Thomas, Director  
Exceptional Student Education*

\_\_\_\_\_  
*Date*

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

BY: \_\_\_\_\_  
*Roger P. Milton, CHAIRMAN*

\_\_\_\_\_  
*Date*

ATTEST: \_\_\_\_\_  
*Reginald C. James, SUPERINTENDENT*

\_\_\_\_\_  
*Date*

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.

## **ATTACHMENT A**

### **SPEECH PATHOLOGIST SERVICES PROVIDED:**

1. *Conduct evaluations and screenings for scheduled grades and referrals using tests accepted by Gadsden County Schools. Students are recommended for enrollment based on the criteria adopted by Gadsden County Schools.*
2. *Complete paperwork required for IEP, progress reports and data recording according to Gadsden County Schools requirements.*
3. *Attendance at staffings, Annual Reviews, Three-Year evaluation and Dismissal Meetings to explain testing results and plan of treatment/carry-over for each child.*
4. *Conduct hearing screenings by grade or referral.*
5. *Refer children to community resources if indicated (if he/she fails hearing screenings or voice screening).*
6. *Conduct speech and/or language therapy sessions, usually in groups of children with similar problems. Conduct individual or classroom based therapy as indicated.*
7. *Maintain log of student attendance for therapy and lesson plans for each group.*
8. *Maintain documentation and records according to county guidelines.*
9. *Develop communication boards and other alternative systems as needed by individual students. Consult with classroom teachers to demonstrate the use of these alternative communication systems.*
10. *Maintain appropriate logs and records and complete Medicaid Billing.*

SUMMARY SHEET

GADSDEN COUNTY SCHOOL BOARD  
2011 JUL 21 AM 6:51

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8t

*Ruf*

DATE OF SCHOOL BOARD MEETING: JULY 26, 2011

TITLE OF AGENDA ITEM: **MEDICAID ADMINISTRATIVE CLAIMING**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

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

This contract with Hillsborough County Schools will be used to satisfactorily bill fee for services to Medicaid for the Gadsden County School Board. This contract replaces a contract with Maximus, a company that no longer provides this service.

SOURCE: **MEDICAID**

AMOUNT: **Amount billed each month by approved staff.**

PREPARED BY: **Sharon B. Thomas** *SBJ*  
POSITION: **Director of Exceptional Student Education**

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6

CHAIRMAN'S SIGNATURE: page(s) numbered 6

SCHOOL BOARD ATTORNEY: page(s) numbered 6

This form is to be  duplicated on light blue paper.

PROOF READ BY: *Margaret D. Bronson*



## AGREEMENT

**THIS AGREEMENT** is made and entered into as of this \_\_\_\_ day of \_\_\_\_\_, by and between **THE SCHOOL BOARD OF HILLSBOROUGH COUNTY, FLORIDA** (hereinafter referred to as the "SBHC") a body corporate and political subdivision of the State of Florida, whose principal place of business is 901 East Kennedy Boulevard, Tampa, Florida, 33602, and **THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA** (hereinafter referred to as the "SBGC") a body corporate and political subdivision of the State of Florida, whose principal place of business is 35 Martin Luther King Boulevard, Quincy, Florida 32351

**WHEREAS**, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Fee for Service activities.

**NOW, THEREFORE**, in consideration of the premises and the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to provide reimbursement for services as determined by the Medicaid Certified School Match program. Both School Boards shall be subject to the following terms:

### ARTICLE 1 – RECITALS

1.01 **Recitals.** The Parties agree that foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

### ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement.** The term of this Agreement shall commence on July 1, 2011, and remain in force, unless terminated as provided herein.

2.02 **Responsibilities of SBHC.**

2.02.1 Provide an eligibility list for SBGC on a monthly basis in a format/order as agreed upon by both parties. This process should be completed within a few days of the first day of each month.

2.02.2 Provide billing forms for each of the separate provider services of SBGC.

2.02.3 Upon receipt, either by mail delivery or E-mail, input the billing data into the Medicaid system.

2.02.4 On a scheduled basis, batch the billing data and forward electronically to the state Medicaid Office's vendor.

2.02.5 Set up the Medicaid Tracking System (MTS) for SBGC on a secured basis at a SBHC site and separate from any other MTS operations.

2.02.6 Provide SBGC with access to remittance vouchers, while SBHC would review denials and re-bill when applicable.

2.02.7 All parties will adhere to and comply with FERPA/HIPAA/IDEA requirements.

2.03 **Responsibilities of SBGC.**

2.03.1 Provide a list of ESE students on a monthly basis for the purpose of establishing eligibility. The list should be provided by SBGC's Information Services Department as per the parameters of the MTS2 program.

2.03.2 Distribute to and collect from the providers, the billing forms as necessary.

2.03.3 Forward the billing forms, either by mail or e-mail, to SBHC.

2.03.4 Provide SBHC with the necessary data for the set-up of the MTS. This would include:

- a. Site name & number if appropriate,
- b. List of service providers and service type,
- c. NPI Numbers,
- d. EDS user names and passwords by service provider

2.03.5 Reimburse SBHC at a rate of \$.30 per paid claim line. To be paid upon receipt of invoice.

2.04 **Mutual Agreements.** Independent contractors: SBHC and SBGC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

### **ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.



3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination.** The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Termination.** This Agreement may be canceled with or without cause by SBHC and/or SBGC with one-quarter's prior written notice to the other parties of its desire to terminate this Agreement.

3.05 **Records.** Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

3.06 **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.07 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.08 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agree to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.09 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.



3.10 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.11 **Governing Law.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State Courts of the Thirteenth Judicial Circuit of Hillsborough County, Florida.

3.12 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.13 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBGC.

3.14 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.15 **Place of Performance.** All obligations of SBHC under the terms of this Agreement are reasonably susceptible of being performed in Hillsborough County, Florida and shall be payable and performable in Hillsborough County, Florida.

3.16 **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.17 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBHC: Superintendent of Schools  
The School Board of Hillsborough County, Florida  
901 East Kennedy Boulevard  
Tampa, Florida 33602

With a Copy to: Gretchen Saunders  
The School Board of Hillsborough County, Florida  
901 East Kennedy Boulevard  
Tampa, Florida 33602

To SBGC: Superintendent of Schools  
The School Board of Gadsden County, Florida  
35 Martin Luther King Boulevard  
Quincy, Florida 32351

With a Copy to: Sharon Thomas  
The School Board of Gadsden County, Florida  
35 Martin Luther King Boulevard  
Quincy, Florida 32351

3.18 **Captions.** The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe, or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with provisions of this Agreement.

3.19 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

3.20 **Excess Funds.** Any party receiving funds under this Agreement agrees to promptly notify SBGC of any funds erroneously received upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to the proper authority subject to confirmation of the overpayment by both parties.



IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

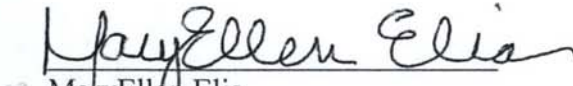
**FOR "SBHC"**

(Corporate Seal)

**THE SCHOOL BOARD OF  
HILLSBOROUGH COUNTY,  
FLORIDA**

ATTEST:

By:   
Doretha W. Edgecomb  
School Board Chair

  
MaryEllen Elia  
Superintendent

Approved as to Form

  
Thomas M. Gonzalez  
School Board Attorney

**FOR "SBGC"**

(Corporate Seal)

**THE SCHOOL BOARD OF  
GADSDEN COUNTY, FLORIDA**

ATTEST:

By: \_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Superintendent

Approved as to Form

\_\_\_\_\_  
School Board Attorney

Witness

\_\_\_\_\_  
Witness



SUMMARY SHEET

GADSDEN SCHOOL BOARD  
2011 JUL 21 AM 6:51

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8u

DATE OF SCHOOL BOARD MEETING: **July 26, 2011**

TITLE OF AGENDA ITEM: **AGREEMENT BETWEEN THE SCHOOL BOARD OF GADSDEN COUNTY AND THE SCHOOL BOARD OF SEMINOLE COUNTY (MEDICAID ADMINISTRATIVE CLAIMING)**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

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

PURPOSE AND SUMMARY OF ITEM :

(Type and Double Space) **This is an agreement with SCSB (Seminole County School Board) – a consortium that acts as data manager/processor for Medicaid billing. Maximus, the company that provided this service, no longer does administrative claiming.**

FUND SOURCE: **MEDICAID**

AMOUNT: **\$9.00 PER RANDOM SAMPLING FORM**

PREPARED BY: Sharon B. Thomas   
POSITION: Director of Exceptional Student Education

**INTENAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 7

CHAIRMAN'S SIGNATURE: page(s) numbered 7

SCHOOL BOARD ATTORNEY: page(s) numbered 7

This form is to be uplicated on light blue paper.

PROOF READ BY:

# AGREEMENT

**THIS AGREEMENT** is made and entered into as of this 1st day of July, 2011, by and between

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA**

(hereinafter referred to as SBGC),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
35 MLK Jr. Boulevard, Quincy, Florida 32351.

and

**THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA**

(hereinafter referred to as SBSC),  
whose principal place of business is  
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

**WHEREAS**, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

## ARTICLE 1 - RECITALS

1.01 **Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

## ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement.** The term of this Agreement shall commence on July 1, 2011 and conclude on June 30, 2012, unless terminated as provided herein.



2.02 **Responsibilities of SBGC.**

- 2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of AHCA.
- 2.02.2 Distribute and collect random moment sample forms, as provided by SBSC during four fiscal quarters in the school year.
- 2.02.3 Code the status of each observation form to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.
- 2.02.4 Provide periodic training to SBGC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Only trained district coders will be authorized to participate in the program.
- 2.02.5 Send quarterly sample forms to SBSC for activity calculations
- 2.02.6 Pay the SBSC prorated actual and reasonable costs among all districts participating based upon the percent of ESE FTE appropriated during the 2010-2011 school year. Your charge for the 2011-2012 fiscal year will be \$ 442.30 which will include the cost of office operations and the cost for clerical and administrative processing, consultation and technical assistance during the contract period. The above reference amount may be payable in equal quarterly installments or in one annual payment. This cost will be reviewed annually.
- 2.02.7 SBGC shall maintain and be able to produce requested records and materials for Agency for Health Care Administration audits.
- 2.02.8 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the Agency for Health Care Administration (AHCA) will be the responsibility of the SBGC, even after withdrawal from the program.

2.03 **Responsibilities of SBSC**

- 2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBGC.
- 2.03.2 Annually collect school district calendars and scheduled work hours from SBGC.
- 2.03.3 Quarterly collect personnel rosters from SBGC and perform data entry relative to creating a sample pool of individuals.
- 2.03.4 Quarterly generate, package and mail the prorated share of random moment sample forms to SBGC.



2.03.5 Quarterly review all returned sample forms for completion. One hundred percent of all forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample form by the district coder, AHCA will be contacted to ensure the consistency of activity selection.

2.03.6 Quarterly calculate all the data generated from scanning and return the statistics to all participating districts for individual claim generation.

#### 2.04 **Mutual Agreements**

Independent contractors: SBSC and SBGC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

### **ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination.** The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Termination.** This Agreement may be canceled with or without cause by SBGC during the term hereof one-quarter's prior written notice to the other parties of its desire to terminate this Agreement.

3.05 **Records.** Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

3.06 **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.07 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.08 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.09 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

3.10 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.11 **Governing Law.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Second Judicial Circuit of Gadsden County, Florida.

3.12 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.



3.13 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBGC.

3.14 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.15 **Place of Performance.** All obligations of SBGC under the terms of this Agreement are reasonably susceptible of being performed in Gadsden County, Florida and shall be payable and performable in Gadsden County, Florida.

3.16 **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.17 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBGC: Superintendent of Schools  
The School Board of Gadsden County, Florida  
35 MLK Jr. Boulevard  
Quincy, Florida 32351

With a Copy to: Sharon Thomas, ESE Director  
The School Board of Gadsden County, Florida  
35 MLK Jr. Boulevard  
Quincy, Florida 32351

To SBSC Superintendent of Schools  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773

With a Copy to: Britt Smith  
The School Board of Seminole County, Florida  
400 East Lake Mary Boulevard  
Sanford, Florida 32773



3.18 **Captions.** The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.19 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

3.20 **Excess Funds.** Any party receiving funds paid by SBGC under this Agreement agrees to promptly notify SBGC of any funds erroneously received from SBGC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBGC with interest calculated from the date of the erroneous payment or overpayment is noticed to the School Board of Seminole County Public Schools subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBGC.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

**FOR SBGC**

(Corporate Seal)

**THE SCHOOL BOARD OF GADSDEN  
COUNTY, FLORIDA**

ATTEST:

By \_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Superintendent of Schools

Approved as to Form:

\_\_\_\_\_  
School Board Attorney

**FOR SBSC**

(Corporate Seal)

**THE SCHOOL BOARD OF SEMINOLE  
COUNTY, FLORIDA**

ATTEST:

*Bill Vogel*

By

*Dede Schaffner*

\_\_\_\_\_  
Bill Vogel, Superintendent of Schools

\_\_\_\_\_  
Dede Schaffner, Chairman

*Karen Borden*

\_\_\_\_\_  
Witness

*D. Greene*

\_\_\_\_\_  
Witness

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8v

*RUS*

Date of School Board Meeting: JULY 26, 2011

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

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

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

FUND SOURCE: **IDEA**

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

PREPARED BY: Sharon B. Thomas *SBO*  
POSITION: Director, Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 37

CHAIRMAN'S SIGNATURE: page(s) numbered \_\_\_\_\_

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

summary for  
revised 0591

Proofread by: Margaret D. Bronson

2011 JUL 21 AM 6:51



PROPOSAL FOR THE COUNSELING SERVICES  
GADSDEN COUNTY SCHOOL BOARD  
WEST GADSDEN HIGH SCHOOL

BY

KURT LaROSE, MSW, LCSW  
FLORIDA LICENSE # SW9297  
THE SCHOOL COUNSELING SERVICES PROGRAM

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PURPOSE

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

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

Purpose for the Teachers. The Counseling Services Program offers assistance, suggestion and direction to teachers related to specific youth who are identified in the classroom as “in need of services.” In conjunction with, and with the approval of school administrators, techniques can be offered to assist teachers who interact with emotionally, verbally, physically, and/or sexually aggressive youth in the classroom, if/when input is sought by school personnel and administrators. The provision of services to teachers occur in multiple formats: during face-to-face meetings, IEP and Individual Team Assessment meetings, Study Team meetings, telephone calls and email communications.



Such services to teachers can be enhanced with the "Add On Services" component of the Counseling Services Program, listed at the end of this proposal.

Regardless of the add-on component, verbal and face-to-face contact with the counselor - to take place by appointment and/or at the end of each school day where services are provided - is encouraged.

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

Purpose for Administration. School administrators often see themselves as one of the final places whereby youth and instructor issues (academic and/or behavioral) are necessarily addressed and, when possible, effectively resolved. In many school environments such issues (behavioral) often are referred to administration prematurely or without adequate intervention prior to referral; the emphasis of the school setting is to promote academics, thus interventions for behavioral (and sometimes presumptively clinical concerns may exist) are secondary to the teaching/learning environment.

Behavior impacts academic success. And while the Counseling Services Program does not have an academic component, good communication with the counselor allows for academics to be used as one measure of success and/or failure in social/occupational functioning for youth; in other words if the counselor knows that a student is performing poorly in certain academic areas (often initiated by the counselor in review of report cards or when teachers initiate meetings with the counselor) youth can be challenged/supported/directed to consider the variables that perpetuate poor performance.

From a behavioral standpoint, when classroom outbursts are reduced, referrals are also reduced. A key consideration for administrators, who interact with the Counseling Services Program as benefactors, is in the provision of information to the counselor. Information that is provided to the onsite licensed mental health professional is incorporated into weekly sessions.

Reciprocity occurs in that the counselor provides intervention ideas, feedback, and commentary on methods that are suited to the individual needs of the most problematic youth who often return to administrators due to issues involving patterns of recidivism. Suggestions offered to school personnel and/or administrators does not compromise confidentiality, as the details of sessions and specific clinical matters are not discussed; "intervention ideas, feedback, and commentary" references methods that are found to be most effective with certain behavioral criteria that may/may not be directly related to youth who are seen in the program.



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

## SERVICES TO BE PROVIDED

Counseling. Counseling will be provided to youth at the school. Youth will be divided into two kinds of counseling formats: groups and individuals. Counseling services will include common mental health treatment methodologies: Cognitive, Behavioral, Supportive, Narrative / Bibliotherapy, Play therapy, Art therapy, Music therapy, Relaxation therapy, and Psycho-Education – among other effective methods. Various theoretical perspectives in relationship to interventions will be utilized as well: Strengths based, Solutions Focused, Problem Solving, Conflict Resolution, Family Systems, etc.). Aspects of role clarification, developmental stages, interactionist approaches, person-in-environment, internal/external locus of control, cognitive/personality/moral developmental stages, and universality are factored into the sessions, dependent upon the specific needs of the youth.

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

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



Programmatic outcomes are evaluated annually and the findings are generated into a data summary each year. Please see the "Program Evaluation and Outcome Measures" section of this proposal for more information.

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

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

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

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

- 1) School Counseling (SC) program explanation.  
URL: <http://www.nettally.com/klroze/page5.html>
- 2) SC continued: children, teachers, administrators.  
URL: <http://www.nettally.com/klroze/page6.html>
- 3) Common concerns & other thoughts.



URL: <http://www.nettally.com/klroze/page15.html>

4) Parental consent for counseling services.

URL: <http://www.nettally.com/klroze/pag14.html>

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

## LOGISTICS

Referrals. Referrals are made to the counseling services program according to the processes that are suited to the personnel needs of the school, using standardized referral forms (for example, see attached form: SCHOOL REFERRAL FOR COUNSELING SERVICES). School and county personnel identify children who may benefit from counseling and a school referral form is completed; at the time the school referral form is completed a permission slip is also completed (available electronically). The permission slip is sent home to the legal guardians (or it can be accessed and completed via the web). When the school gets the permission slip back, both the referral form and the permission slip are given to the counselor who works onsite.

Identification of youth being referred to the counseling program usually occurs via teachers who commonly deal with behavioral issues in the classroom; however, guidance counselors, coaches, school administrators and even parents themselves may refer children to the program. Services can be provided to any child whose parents will give permission, however counseling services may be limited to a certain population (ESE, LD, EH, etc.) as the County deems appropriate and according to the mandates and stipulations of funding authorities.

Referral forms and permission slips are available electronically (as adobe data forms), so that personnel in the district/school can complete forms by entering data into one referral form (given to the counselor) - while the parent permission slip is simultaneously and automatically filled in (given to the parents). Both forms, typed once, are then printed pre-filled and ready for signatures. Forms are generated specifically for each district/school and are sent electronically to guidance offices at the beginning of the school year. Additionally the referral forms and the permission slips are posted on a specific website with a unique URL for easy access for the district/school 24 hours per day.

Permission to Serve. Any child who is referred to the counseling program must have the written consent of their parent / guardian using the permission forms provided to the



district/school by the school counseling services program. Written parental consent is a legal requirement, except in certain cases (such as what might possibly occur if/when an IEP already requires counseling services and/or in matters where the safety of self/others is questioned). The counselor will require permission slips for every child who is referred from the school before professional services will begin.

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

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

Once consent and assent are obtained, a follow-up phone call to the guardian is attempted (parent contacts are noted, usually on the weekly progress report), whereby paperwork verification occurs. In the event verification of paperwork cannot be made via phone (for various logistical reasons where a guardian cannot be reached, for example) the counseling services program will contact school administrators to verify permission slip signatures before continuing counseling services with a child who has been referred.

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

Counseling sessions usually last for one clinical hour (45 – 50 minutes; whether group or individual), and generally will not exceed the length of a standard classroom period. The length of sessions can/will vary (longer or shorter in duration) due to a number of circumstances (travel time, the length of the school day, holiday/testing schedules, crisis interventions, youth absences, individual or group meetings, the number of youth to be seen in a given day due to the case load, and other variables); youth will be seen consistently on a weekly basis for approximately the same amount of time each week (sessions can range in time from as little as 15 minute check-ins to in excess of 60



minutes). From time to time youth may not be seen each week, however, all youth in the program are listed on the weekly progress report with notes of who was / was not seen (with accompanying reasons). Sessions usually are not effective in shorter than 30-minute increments, therefore a caseload limit may be necessary as set by the onsite counselor; all accommodating issues will be addressed between the school and the onsite counselor, with every attempt made to accommodate the number of youth served. The maximum number of youth who can be seen each week, depending on individual and group placement variables, will not generally exceed 16 youth – however, it can be less based upon the clinical merits of the active caseload. In the event the numbers of referrals exceed the ability of a one-day service provision, the onsite counselor will notify the school administrators of the necessary limitation. In the event a termination of a youth from the program occurs, the onsite counselor will notify school personnel of session openings.

## DOCUMENTATION AND CONFIDENTIALITY

Primary Concern. The primary concern in counseling is rooted in the needs, goals and desires of the person who receives counseling; this principle is equally true for adults and children. As a result, information about what occurs in counseling and/or what is discussed in counseling cannot be disclosed outside of the confines of the counseling session, unless the recipient of the services provides consent for the information to be released (including consent by legal guardians – in the case of minors).

Confidentiality is protected by the Standards of Care in the profession of Clinical Social Work and other mental health counseling professions; further, confidentiality is protected via legal mandate (see “The Health Insurance Portability and Accountability Act (HIPAA), Standards for Privacy of Individually Identifiable Health Information (Privacy Rule), Code of Federal Regulations (CFR), "Confidentiality of Alcohol and Drug Abuse Records", Code 42, Chapter 1, Subchapter A, Part 2, and also, the Florida Mental Health Act, Chapter 394.4615, "Clinical Records; Confidentiality.").

Legal mandates provide confidentiality exceptions, based upon safety determinations, thus, there may be times when suicidality/homicidality necessitate a report to others – which, does not constitute the need for a written confidentiality waiver/release/consent (see “documentation and confidentiality section, paragraph “exceptions” for more information). Other confidentiality exceptions, as mandated by law, include child abuse, neglect and harm to vulnerable populations.

In situations where mandated reporting occurs, the onsite counselor abides by and follows the standards of care, and the rule of law. Confidentiality exceptions in a client case would not necessarily mean that school administrators or district administrators would be notified; the duty to warn involves safety determinations, as made by the onsite counselor via clinical risk factors and professional assessment. Where safety is determined a risk, the school resource officer may be contacted and/or school administrators will be asked to notify the next of kin, as appropriate (see “exceptions” section for additional information).



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

Case Notes. Case notes are the details of specific information that is exchanged between the student and the counselor during each session. These notes are confidential records that are maintained by the onsite counselor and the school counseling services program (up to seven years post counseling termination) and cannot be released except under certain legal requirements (noted earlier and in cases of court order). Teachers, administrators, other school personnel, county personnel and various other school district professionals do not have access to case notes even in cases where such records are requested – and sometimes, even if the request is initiated by the parents of the youth. Progress notes may be more easily accessed, as opposed to "case notes" (therapy notes) provided the proper consent/assent are obtained.

General Access. General access to Case Notes is limited to the onsite counselor and the school counseling services program and cannot be released to anyone except under certain and unusual circumstances. Case Notes are maintained in the confidential files of the counselor (and the counseling services program) according to legal mandates and licensing board requirements – at a minimum. The Case Notes are the property of the counselor and the Counseling Services Program and may be kept in a confidential file longer than the minimum standard, as set by law. These records are not maintained by the school or the school district.

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

Release of Information. In the event confidential information is requested, a written release of information must be provided to the counselor, signed by the legal guardian.



The counselor reserves the right to verify all requests for information and in most cases released information will be summary in nature related to the process of counseling (progress notes), rather than the specific content of counseling services (therapy/case notes). In some cases, the counselor may require the requesting party (who is attempting to gain access to confidential records) to pursue additional legal means to access confidential counseling records, which is deemed necessary in order to ensure treatment efficacy on behalf of the client.

## CONTRACTUAL TERMS

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

Requests and agreements made via electronic mail will meet the written request stipulations of this proposal, and any subsequent contract, as is known and accepted with laws related to email, *identifying such communications, as binding*. An email however, does not necessarily inherently constitute an agreement, unless both parties indicate an agreement in the email exchange – if and when appropriate.

Rate. The daily rate for counseling services for the 2011 – 2012 academic year is \$450.00. The daily amount for the 2011-2012 school year reflects no increase from the daily amount in the 2010-2011 agreement.

The daily rate includes traveling time (up to 2 standard hours). The rate is assessed for each day the counselor comes to the school to provide services, even in cases where youth are absent, the teacher refuses to release the student for counseling, the child refuses to attend, and/or during early release days and schedule shifts due to testing and/or various other school events. The rate is generally based upon a full day of counseling services beginning at 9:30 AM. The counseling day ends upon the release of the children from the school however an additional hour of time each day is included at the end of the school day for meetings, phone calls and paperwork.

The counselor is available to provide up to 7 clinical hours of counseling per day (a clinical hour usually lasts between 45 and 50 minutes), but times may be adjusted according to logistical matters that necessitate such adjustments (see also “length of service” section for additional information). The maximum number of hours in the contracted day, regardless of the number of clinical hours provided to students, regardless of the number of traveling hours, and regardless of the number of hours offered for daily follow-up meetings, is nine standard clock hours. If the total number of hours combined in any given day exceeds nine clock hours, the school counseling program may assess an



additional hourly fee for every hour over the nine hour maximum. The additional hourly fee will begin at fifteen minutes past the nine hour maximum allowed under the daily contract rate, and will be billed in hourly increments as a part of the standard month billing cycle (see “billing” for more information).

The counselor who will be assigned to work in the school is facilitated by the school counseling services program, Kurt LaRose, MSW, LCSW, the school and the school district – with the final placement of the onsite provider being established by LaRose. LaRose may, or may not, at his option, be the direct provider of the counseling services onsite. Alternatively, LaRose may function as the program administrator providing the direct supervision of the onsite licensed provider, using the program components, as structured herein – to ensure the continuity of program implementation and practice, with ongoing annual program evaluations.

Onsite Provider and Program Structure. When LaRose serves as the supervision professional, rather than the direct onsite provider for the school counseling services program, the contract terms will specify that LaRose is not functioning in the onsite service delivery. When the onsite provider is someone other than LaRose, the counseling services program structure becomes a two-tier, multi-level process. The two-tier service delivery model becomes applicable in the following manner: 1) tier one consists of the onsite licensed professional who provides mental health services using the program structure, protocol, forms, and guidelines as set forth herein and, 2) tier two consists of LaRose working: a) in a clinical consultative role (with monthly supervision meetings occurring between the onsite provider and LaRose at the Tallahassee office), b) LaRose is the liaison between the school district, the school itself and the direct service provider, c) LaRose is the monthly case note auditor and custodian of all case notes and records (jointly signed by both LaRose and the onsite provider – the onsite signs each day of service, LaRose reviews and signs each month), d) LaRose serves as the contract manager between the district and the school counseling services program, and e) LaRose facilitates, gathers data, and generates the annual program evaluation services (see “program evaluation” for more information). In addition, regular communications between the onsite provider and LaRose will occur by phone, email, text messaging, and video conferencing each week, based upon critical cases, emergency situations, mandated reporting concerns, and other variables that are idiosyncratic to the dynamics of onsite mental health service provision in an academic setting.

In the two tier service delivery model, the Counseling Services Program will enlist, train, and provide the appropriate number of professionals to meet the needs of all schools that require school counseling services, in the event other support professionals are needed to fulfill the number of requested days (see “additional support staff” section of this proposal for more information).

Indemnity. Some districts require an indemnity clause, although Florida Statute protects school districts as an “agent of the state” under its sovereign immunity laws (see FLA. §§ 768). The statute does not fully indemnify the school district from liability in cases where alleged harm is considered intentional and even in the intentional cases Florida



Statute provides for a \$100,000 and/or \$200,000 maximum risk (with an attorney fee maximum of \$25,000). The law is less clear as to whether or not the contract incorporates the sovereign immunity liability protection standards to the School Counseling Services Program and/or its counselor(s); the program and its counseling affiliates might also be construed by some as “an agent of the state.” Districts are advised to seek legal counsel in this regard, provided there are concerns related to indemnity. Regardless, the counselor assumes all risk and responsibility of liability related to the counseling services program, particularly and expressly in cases where indemnity is legally (by an appropriate court) determined as not applicable to the Counseling Services Program.

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

Legal Sanction History. There has never been a professional code of conduct, professional ethics violation, a lawsuit (filed or threatened), or a legal sanction or settlement levied against LaRose or entered into by LaRose, or the Counseling Services Program. Code of conduct violations can be tracked through the State of Florida, Department of Health, Division of Medical Quality Assurance website (accessible through the MyFlorida.com portal). In the event there is an onsite provider working with the counseling services program, as a prerequisite to contracted services, the legal sanction history must be / is also without violation.

Workers Compensation. Some school districts require a legal statement regarding Workers Compensation coverage to be included in the counseling services contract. State Statute regulates Workers Comp coverage requirements (see FLA. §§ 440; a company with 4 or more employees must carry Workers Comp). It is not necessary to include a clause in the contract at this time because Kurt LaRose, MSW, LCSW is self-employed and/or the counselors who work with the program are sub-contracted by the school counseling program. Onsite providers who work with the Counseling Services Program are sub-contractors and are not considered employees. However, in the event the program requires employed counselors, when/if 3 or more are added, the program will fulfill all legal mandates related to Workers Compensation coverage and immediately notify the school district of the changes (with documentation, when/if indicated).

Billing. The Counseling Services Program will submit a bill each month to the school district, in the amount of \$450.00 for each contracted day; billing may occur more frequently depending upon the pay cycles that are currently in place at the district. The



bill will include a copy of the Counseling Services “Weekly Progress Report” record for each week that counseling services are/were provided.

Payment. Payment is to be made to Kurt LaRose in a timely manner (consistent with the normal payment processes of the district office). Late payments, those that are outside of the normal payroll processes for the school district for its own employee payroll, will be considered a breach of the contract terms (see the “acceleration for non-payment” section).

Document Submission. All documentation will be submitted to the district office electronically using Microsoft Office® software applications. In cases where signatures are required, the documents will be scanned into an Adobe Acrobat® file (or other commonly utilized application) so that signatures are unlikely to be manipulated. The scanned files will be submitted to the district electronically as email attachments. If original “hard copy” documentation is needed, these forms will be mailed to the district office upon request, and may include a document-processing fee of \$1 per page. All electronic files will serve as original documentation.

For all electronic files that are submitted and/or for all standard hard copy files that are submitted to the district, copies are maintained by the counseling services program. Copies of weekly progress report summaries (see attachments section) and monthly invoices are maintained consistent with the same timelines of all other records.

#### OTHER SERVICES AVAILABLE

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

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



from the child's guardian must be obtained prior to the diagnostic report being written, and the permission must include a Release of Information for the district. Diagnostic services are provided to the district by Kurt LaRose MSW LCSW and are not otherwise provided by the onsite provider.

Other Services Logistics. "Other Available Services" are provided, upon written request of the district, after the school obtains the written consent of the child's guardian. A written consent form is available for the district to use, specific to the counseling services program, upon request. The written consent form will include a request directed to the parent, instructing the counselor to begin formalized diagnosis and/or written assessment, with a Release of Information for the district. Diagnostic services and other available services are provided to the district by Kurt LaRose MSW LCSW and are not otherwise provided by the onsite provider.

Diagnostic Fees. When formal diagnostics are requested and provided, a formal Written Diagnostic Assessment is included. Written diagnostic assessments are mailed via standard US mail, sometimes via certified mail, within 30 days of the clinical interview and diagnostic testing date(s). The fee for Diagnostic interviews and the written diagnostic assessment is \$895 per youth. Assessment copies are mailed to the school district making the request, with a carbon copy mailed to the legal guardian. Fees for "Diagnostics" and for "Written Diagnostic Assessments" are due upon the generation of the Written Diagnostic Assessment" and will be included in the monthly billing processes of the counseling services program. Diagnostic services are provided to the district by Kurt LaRose MSW LCSW and are not otherwise provided by the onsite provider.

Add On Services. A request commonly made by school administrators, teachers and students, is for more counseling days at the school. An additional day of services is included herein as an Add-On Service. Additional days of counseling should be considered according to program outcomes and according to the student body population size. Generally, it is unnecessary to provide more than one day of counseling services at a school when the school population is less than 150 students *and* when the referral ratio is 10% (or less) of the student body population. School's who usually refer more than 15 youth per week to counseling services, should add an additional day of counseling services, to effectively meet individual and group needs.

Add-On Services are listed below, and include options that generally are directed to school personnel, parents, and other support staff who are directly and indirectly involved in helping youth succeed in the academic setting. Add-On services must be contracted, and they can be purchased yearly, or the services can be broken down into smaller sets. Add-On Services are usually provided by Kurt LaRose MSW LCSW, and when possible, with the support of (and by) the onsite provider.

It is a requirement of the Counseling Services Program that at least one staff person from the school attend all add-on services where groups of students will be assisted (except in the case of additional days of counseling). Generally, all Add-On Services fall into the



category of continued education or psycho-education. Available Add-On Services are listed in the chart below:

Title	Description	Target Audience	Time Frame	Cost
1 Additional Day	See Counseling Services Program Proposal	Students	1 Additional Day Per Week	\$450 Per Day
Anger Management	Helps students (up to 10 per session) with anger and aggressive issues. Includes presentations, appropriate expressions, inappropriate contrasts, and role-plays.	Students (Referral Only)	2-4 Hours – 3 times per year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)
Bullying: perpetrators, victims, and alternatives	Peer reviewed literature review. Power point presentation. Role plays & Modeling. Psycho-drama and Q & A.	Personnel	6 hours 1 Day	1,550 Per Day
Conflict Resolution	Provides sessions where conflicts between youth can be addressed and resolved – and can be utilized with ongoing historical problems between peers and/or in crisis situations.	Students	2 Hour Sessions	\$95 Per Session (2 Youth)
Peer Counseling	Provides information to youth and staff about peer counseling programs; an in-service seminar on student/staff applications in the school setting	Students / Staff	2-4 Hours – 3 times a year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)
De-escalating & Redirect in the Classroom	Helps staff improve classroom behavior while reducing referrals. Includes statistics, research, power point presentation and role-plays.	All Teachers CEU's May Be Available	4 Hours – 2 times per year	\$1,950 Yearly 25 People
Good Touch / Bad Touch®	Age appropriately presented related to touch between youth and others; the program is DOE approved. Includes presentation and role-plays.	Students	3 Hours – 2 times per year	\$1,550 Yearly
EAP-1 Services	Intervention addresses clinical concerns related to personnel and issues that impact job performance (who may be at risk of termination).	All Personnel (Referral Only)	1 Hour Per Week (up to 36 hours annually)	\$2,495 Yearly Or \$85 / Session
EAP-2 Services	Intervention addresses clinical concerns related to personnel and issues that impact job performance (who may be at risk of termination).	All Personnel (Referral Only)	2 Hours Per Week (up to 72 hours annually)	\$3,950 Yearly Or \$85 / Session
Understanding the evolution of gang development processes in the school setting	“Gang Think: How to address strong yet false bonds that destroy: a strengths perspective in mimicking behavior.”	Organizations and/or Individuals	4 Hours – 2 times per year	\$2,250 Yearly (Up to 25)

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



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

#### ADDITIONAL SUPPORT STAFF

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

Onsite Providers, Universal Program Delivery, and Consultation. Onsite providers who work under sub-contract with the school counseling services program contractually are obligated to utilize program specific forms and documentation, as provided by the program herein, and as indicated herein. All records, therapy notes, case notes, progress notes, progress reports, treatment methods, report card reviews, intakes and exit interviews, including school evaluation forms are developed, and provided to each onsite provider to ensure a universal program delivery. Additionally, all documents are reviewed and signed by the onsite provider (each day onsite services are provided) and also the same documents are, at least on a monthly basis, reviewed and signed by LaRose. As the case files dictate and as the provider requests it, LaRose will provide direct supervision for program delivery and consultation throughout the course of program contract year, with monthly meetings to be arranged between LaRose and the onsite provider. LaRose also provides consultation services to school and district personnel, and/or parents who contact LaRose when/if needed, as may be necessary to facilitate, implement and evaluate the school counseling services program.

#### PROGRAM EVALUATION AND OUTCOME MEASURES

The Counseling Services Program is a relatively new model in the provision of mental health services that are comprehensively provided in the academic setting (with initial implementation in two school districts, effective since in 2005). Services are developed and provided based upon the overall systemic and individual needs of all parties within the school system with a strategic method intended to simultaneously impact multiple parties – thus multiple parties serve to benefit from the Counseling Services Program. An effective way to assess program efficacy, as it is outlined herein, is by including a program evaluation component.



Data Gathering & Report Categories. Program Evaluation data is tracked in every school district where the Counseling Services Program is provided using information gathered from multiple sources. At the end of the academic year the data is compiled into a summary report with an analysis highlighting the strengths and weaknesses of the Counseling Services Program. The outcomes for year one of the program, in two different school districts, indicating results that meet or exceed the 80% to 90% efficacy rate in all five of the evaluated key program areas. The evaluated key program areas can be grouped into the following five areas/types: 1) Independent Data Sources (such as demographics, service delivery breakdown, attendance records, reasons for non-participation, referral numbers, group/individual numbers, attrition rates, and grade reviews at time one and time two), 2) School Personnel Evaluations (a 20 item questionnaire with a five point likert type response set), 3) Youth Exit Interviews (qualitative and open ended questions to obtain youth specific feedback on youth needs and program responsiveness to the referral/treatment objectives), 4) Pre and Post Intervention Psychosocial Functioning (assessed by clinical picture evaluation based upon a standardized assessment score contrasting the beginning scores to the ending scores), and 5) a Cost Analysis (comparing community based and academically provided mental health services with a cost differential noted). Subsequent years' raw data findings have largely duplicated the year one-efficacy rates, with some declines noted in a few areas – however the programs have maintained their overall integrity in 2006-07, 2007-08, 2008-09, and in 2009-10 (see “Outcomes Publishing Date” section for additional raw data and published evaluation findings; some years include raw data information only with other years made up of a complete summary).

Instruments. Besides the “independent data sources” that are used in the program evaluation report, there were/are various other assessment instruments developed to reliably and validly gather data. The evaluation instruments are attached to this proposal in the section titled “Evaluation Instruments.” Included are the “Personnel Evaluation Form,” the “Youth Exit Interview Form,” and the “Counselor Rating Index of Psychosocial Functioning Form.” Report cards are obtained at the first and third nine weeks and maintained in the student counseling records (later scored in the annual evaluation) and a summary of session attendance, service delivery modality (individual or group), and miscellaneous administrative services are recorded each day on the weekly progress report (also tallied and included in the end of the year evaluation).

Outcomes Publishing Date. The program evaluation reports for year one (and for two counseling year programs) were previously published and posted on the web. Raw data for subsequent years has been compiled and prepared for report publishing – and published on the web as well. Year one and year five comprehensive summaries are also posted on the web, with the exception of 2009-10 for one district (due to a data gathering error with a new onsite provider at that time). Current outcomes (summary and raw data reports) are available via the web (html files and adobe PDF files) which can be found at the following URL: <http://www.nettally.com/klroze/page54.html>.



The 2010-11 evaluation data and/or summary report, for districts served in that year, is anticipated prior to the beginning of the 2011-12 academic year at the schools. Annual data and/or annual summaries of the data are forwarded to the ESE office in a digital format (likely PDF) and they are also posted at the above URL.

## CREDENTIALS

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

Effective January 30, 2009 LaRose passed the Association of Social Work Boards (ASWB) national clinical level examination mandated for full licensure, and on February 4, 2009, Florida's Department of Health (DOH) notified LaRose that the criteria for the credential of Licensed Clinical Social Worker (SW #9297) was met & issued. The LCSW licensure in Florida, voids the former social work internship licensure, originally issued by DOH in 2005.

Onsite providers meet similar national examination standards as LaRose, according to their own particular specialty and according to those the state recognizes as qualified in mental health service delivery. Licensed mental health providers must meet certain continuing education requirements for renewal and they must meet other standards as set by the licensing board.

LaRose's, and other onsite providers' current licensure establishes that minimum legal standards have been met, and that protected title status is ensured, and that mental health counseling services may be provided throughout the State (see FLA. §§ 491). A copy of the state LCSW license (or another similarly licensed credential for the onsite provider) is generated for the school district upon request. Licensure may be verified via the MyFlorida.com website portal.

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

Security. LaRose has completed thorough and comprehensive background checks on numerous occasions spanning multiple years, initially in 1991 while working for and



running a residential treatment program for abandoned, abused and neglected youth. Background checks have included searches within local, state, and national realms of clearance. LaRose most recent "Background Clearance ID" was issued by Leon County Schools, the regional provider of security clearances for various North Florida school districts. The level II clearance (State & Federal background checks) ID expired on September 20, 2010. The onsite provider undergoes similar background checks, kept current for the duration of all onsite service provision.

Professional Membership. Kurt LaRose is a member of the National Association of Social Workers, which governs all aspects of professional social work values including the principles of professional and ethical conduct. NASW membership has been active, by LaRose, since beginning in private practice (2005). The NASW mandates that its members abide by the Code of Ethics and in cases where it is believed that ethical considerations have been violated, requests for a professional review can be made to:

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

NASW Florida Chapter  
1931 Dellwood Drive  
Tallahassee, FL 32303

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

LaRose specializes in academic services directed at youth, has co-developed and independently developed three youth counseling programs, and works with families, children, couples, and individuals in his Tallahassee private practice office. LaRose has been a university guest speaker, is an Adjunct Professor at Thomas University teaching school social work & conflict resolution, rural health & human services, human behavior in the social environment, and he has 5 years experience in field supervision to IV-E Child Welfare Program interns; LaRose has published articles on mental health assessment and diagnosis, choosing a therapist, conflict resolution, stress reduction,



saying too much, career satisfaction, and controversial topics such as mental health & spirituality. Articles have appeared in the Honor Cord, *InSpire*, and in the *Specialty Practice Sections* NASW (Washington, D.C.) publications.

Resume. Resume, vitae, and biographical information can be accessed via the web at the following URL: [www.nettally.com/kloze/jobsearch/resume.klarose.htm](http://www.nettally.com/kloze/jobsearch/resume.klarose.htm).

#### CONTACT INFORMATION:

##### Office and Mailing Location

220 John Knox Road, Ste 4A  
Tallahassee, Florida 32303

Telephone: 850-545-2886

Fax: 850-575-2886

Email: [KLROZE@nettally.com](mailto:KLROZE@nettally.com)

Web: [www.NETTALLY.com/kloze](http://www.NETTALLY.com/kloze)

#### PROPOSAL DISTRIBUTION AND DUPLICATION LIMITATIONS

Copyright. This proposal has been developed and designed based upon clinical research, literature review information, practice wisdom, various known theory, and common professional perspectives, and also with some technologies and techniques newly developed, by Kurt LaRose, MSW, LCSW. Its written contents as a professionally written document, is protected by copyright laws: Copyright© 2005 – 2011. Kurt LaRose, Tallahassee, Florida 32303. Duplication of this document is expressly prohibited without the written consent and permission of Kurt LaRose, MSW LCSW, unless otherwise noted in the limited release section that follows.

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

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

Proprietorship. The Counseling Services Program is currently being developed and considered as a proprietorship program, replicable across multiple school districts in the State of Florida. Because many counseling services are available by providers other than LaRose (many services are already in existence with various school districts) and because



most providers do not include the comprehensive aspects of the Counseling Services Program as one service delivery product, the contents of this proposal is considered the sole and exclusive property of Kurt LaRose, MSW LCSW and of the Counseling Services Program (please see "disclaimer" section for additional information).

Disclaimer. Universally known therapeutic techniques, methods, theories and models of practice are not the property of LaRose and, as such can be presumably duplicated by similarly trained and licensed professionals. Yet, because most counseling programs (if any) do not provide the overall comprehensive level of services, and/or outreach aspects that are included in this documented program outlay/overlay, the "Counseling Services Program" may not be released by GADSDEN COUNTY SCHOOL BOARD to other mental health providers, practitioners, or behavioral intervention specialists.

#### PROPOSAL SUBMISSION

This proposal for the Counseling Services Program is respectfully submitted on 06/09/11 to SHARON THOMAS ESE Director, GADSDEN COUNTY SCHOOL BOARD, 35 MARTIN LUTHER KING BLVD, QUINCY, FL 32351.

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Sincerely Yours,



Kurt LaRose MSW LCSW  
220 John Knox Rd Ste 4A  
Tallahassee, Florida 32303  
[KLROZE@nettally.com](mailto:KLROZE@nettally.com)  
PH: (850) 545-2886  
FX: (850) 575-2886

Attachments:

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

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Kurt LaRose, MSW, LCSW  
 PO Box 180671  
 Tallahassee FL 32318

School Counseling Services Program  
 (Confidential Record)

Cell Ph: (850) 545-2886  
 KLROZE@nettally.com  
 Florida Lic. # SW 9297

Weekly Progress Report

Onsite Provider Name: \_\_\_\_\_

School: \_\_\_\_\_

Onsite Credentials: \_\_\_\_\_

Date of Service: \_\_\_/\_\_\_/\_\_\_



**SERVICE DELIVERY:**

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6 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
7 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
8 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
9 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
10 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
11 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
12 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
13 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
14 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
15 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____
16 _____	<input type="checkbox"/> G or <input type="checkbox"/> I	___:___	MIN	<input type="checkbox"/> Grp or <input type="checkbox"/> Ind	<input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> I <input type="checkbox"/> ?	_____

\* RE: 0 MIN indicates that a student was not seen on this date, and the reasons for the missed sessions; all reasons that were verified by the counselor indicate who provided information and/or verified reasons.

\* KEY: A=Absent N=No Show (skip) O=OSS I=ISS ?=Teacher does not know whereabouts

**ADMINISTRATIVE/PARENT/TEACHER/MISC SERVICES CONTACT RECORD:**

Admin Contact / Admin Title	Time	Duration	Topic
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____
_____	___:___	MIN	_____

**TRAVEL:**

Description	Time	Duration	Topic
Leave Tallahassee	___:___	MIN	_____
Leave School	___:___	MIN	_____

School Signature \_\_\_\_\_

School Printed Name \_\_\_\_\_

School Date Signed \_\_\_/\_\_\_/\_\_\_

On-Site Provider Signature \_\_\_\_\_

Prov. Date Signed \_\_\_/\_\_\_/\_\_\_

LaRose Review/Submit/Sign: \_\_\_\_\_

LaRose Review/Submit Date: \_\_\_/\_\_\_/\_\_\_

\*School Counseling Services Program Weekly Progress Report\* Copyright (c) 2005-2009 Kurt LaRose, Tallahassee, FL 32303

<< End Counseling Services Progress Sheet >>



**SCHOOL REFERRAL & PERMISSION FOR COUNSELING**

The student, \_\_\_\_\_ (name)  
 \_\_\_/\_\_\_/\_\_\_ (DOB) is being referred to the school  
 counseling services program. The referral is from:

<input type="radio"/> Teacher	_____ (name)	----- Guardian Information -----
<input type="radio"/> Principal	_____ (name)	
<input type="radio"/> ESE Office	_____ (name)	
<input type="radio"/> Guidance	_____ (name)	
<input type="radio"/> Parent	_____ (name)	

The student is in the \_\_\_\_\_ grade and  is or  is not an  
 ESE student. Attached to this referral is the permission  
 slip that has been signed by the parent/guardian. By this  
 referral the school is asking the counselor, with parental  
 consent, interview the student as soon as possible. This  
 referral is being made due to:

- |   |  |
|---|--|
| <input type="checkbox"/> Academic Performance     | <input type="checkbox"/> Poor Concentration / Off Task |
| <input type="checkbox"/> Classroom Behavior       | <input type="checkbox"/> Sexual Acting Out             |
| <input type="checkbox"/> Loss (death, divorce)    | <input type="checkbox"/> Social / Peer Relations       |
| <input type="checkbox"/> Mood (Angry, Sad, Other) | <input type="checkbox"/> Suicidal Ideation             |
| <input type="checkbox"/> Non-Compliance           | <input type="checkbox"/> _____                         |

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

School Signature: \_\_\_\_\_  
 Referral Date: \_\_\_\_\_

NOTE: Complete this form, attach the permission slip and  
 send both forms to the office to be picked up by the  
 counselor, who is at the school one day a week. The  
 counselor will contact the student to schedule an interview  
 as soon as possible. Keep this referral confidential.

Counselor: Kurt LaRose, MSW, LCSW and/or Assignee

**Office**  
 220 John Knox Rd., Ste. 4a  
 Tallahassee, FL 32303

**Mail**  
 PO Box 180671  
 Tallahassee, FL 32318

Email: [klroze@nettally.com](mailto:klroze@nettally.com)  
 Web: [www.nettally.com/klroze/index.html](http://www.nettally.com/klroze/index.html)

PRINT & SAVE	START OVER	SEE WEBSITE
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"School Referral for Counseling Services." © Copyright 2004-2009, Kurt LaRose, Tallahassee, FL 32303. Permission to reproduce and distribute is granted to all school personnel where Kurt LaRose is rendering counseling services. All other use is prohibited without written permission.

- SCHOOL Referral & Permission FORM - BLANK

**Go to Permission Slip**

<< End School Referral >>

**PARENT PERMISSION SLIP**  
FOR SCHOOL COUNSELING SERVICES

Dear Parent / Guardian,

Your child, \_\_\_\_\_, who is in the \_\_\_\_\_ grade, has been referred to the school counseling program. The counseling program occurs during regular school hours. Your child will be seen in a group or in an individual session each week and participate in a number of activities related to counseling if you give permission. Counseling session information is confidential (except in cases of safety related concerns). If you agree to allow your child to participate in the counseling program at school, please complete this form, print your name and sign. Return the form to school as soon as possible. There are only a certain number of children who can be served each week.

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

Parent/Guardian Sign: \_\_\_\_\_

Date Parent Signed: \_\_\_\_\_

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

\_\_\_\_\_



Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

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

**Office**  
220 John Knox Rd., Ste. 4a  
Tallahassee, FL 32303

**Mail**  
PO Box 180671  
Tallahassee, FL 32318

Email: [klroze@nettally.com](mailto:klroze@nettally.com)

Web: [www.nettally.com/klroze/index.html](http://www.nettally.com/klroze/index.html)

PRINT & SAVE

START OVER

SEE WEBSITE

"Permission Slip For School Counseling Services" © Copyright 2005-2009, Kurt LaRose, Tallahassee, FL 32303. Permission to reproduce and distribute is granted to all school personnel where Kurt LaRose is rendering counseling services. All other use is prohibited without written permission.

- PARENT Permission Slip & Information - BLANK -

<< End Permission Slip >>



# Send my child to a counselor?

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

## COMMON CONCERNS...

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

## OTHER THOUGHTS ...

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

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

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



Kurt LaRose, MSW, LCSW  
Counselor & Therapist  
FLORIDA SW #9297

## **Go to Permission Slip**

"Send My Child to a Counselor" © Copyright 2005-2006 Kurt LaRose, Tallahassee, FL 32303. Permission to reproduce and distribute is granted to all school personnel where Kurt LaRose is rendering counseling services. All other use is prohibited without written permission.

- PARENT Permission Slip & Information - BLANK -

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

## EVALUATION INSTRUMENTS

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

### Personnel Evaluation Form

School:

Dates of Service:

Evaluation form deadline:

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

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

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

COMMENT

---

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

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

COMMENT

---

**The counseling program appeared to run smoothly:**

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

COMMENT

---

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

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

COMMENT

---

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

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



Unable To Answer	Strongly Agree	Agree	Somewhat	Disagree	Strongly Disagree
---------------------	-------------------	-------	----------	----------	----------------------

COMMENT

---

**The counseling program was helpful to school personnel:**

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

COMMENT

---

**The counseling program is needed at this school this year:**

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

COMMENT

---

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

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

COMMENT

---

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

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

COMMENT

---

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

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

COMMENT

---

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

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

Unable To Answer      Strongly Agree      Agree      Somewhat      Disagree      Strongly Disagree

COMMENT

---

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

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

COMMENT

---

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

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

COMMENT

---

**I would recommend that this program continue in the future:**

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

COMMENT

---

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

---

---

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

---

---

**Other Comments:**

---

---

<< End Personnel Evaluation Form >>



### Youth Exit Interview

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

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

<< End Exit Interview Questions >>

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

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

### **Counselor Rating Index**

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

### **Global Assessment of Functioning Scale**

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

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

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

<< End CRI >>



**AGREEMENT FOR THE COUNSELING SERVICES PROGRAM**

THIS IS AN AGREEMENT ENTERED INTO BETWEEN KURT LaROSE AND GADSDEN COUNTY SCHOOL BOARD FOR THE PURPOSES OF PROVIDING PSYCHOTHERAPY/COUNSELING SERVICES TO STUDENTS AT WEST GADSDEN SCHOOL. THE DATE OF THIS AGREEMENT BEGINS ON AUGUST 15, 2011 AND ENDS ON JUNE 15, 2012.

**KURT LaROSE and/or THE COUNSELING SERVICES PROGRAM OPERATED UNDER LaROSE, AGREES TO PROVIDE THE FOLLOWING SERVICES:**

1. Seven (7) clinical hours of counseling services per week to students. A clinical hour lasts 40 to 50 minutes.
2. Up to two (2) additional hours, each week, of consultation and mediation with therapists, parents, guardians, teachers, counselors and GADSDEN COUNTY SCHOOL BOARD staff, including treatment planning, assessment, school related meetings, record keeping, and commuting time from Tallahassee to WEST GADSDEN HIGH SCHOOL.
  - a. All requests for clinical input and opinions made by GADSDEN COUNTY SCHOOL BOARD will be provided as a part of the terms of this agreement, not to exceed the total weekly hours as described in section 1 and 2; the daily maximum number of hours in this agreement equals a total of nine (9).
  - b. Services that are requested by GADSDEN COUNTY SCHOOL BOARD, requiring hours in excess of nine (9), will be offered at a rate of seventy-five dollars (\$75) per hour and billed to GADSDEN COUNTY SCHOOL BOARD in addition to the daily rate of \$450.00.
3. To provide treatment plans for every student who receives counseling services; treatment plans will be developmentally appropriate and designed to assist students and may be assigned to youth individually and/or collectively depending on the needed intervention.

4. Progress reports will be provided to the school upon request, explicating general information about all students' responses to counseling services. Specific progress reports on individual children cannot be provided without the written and expressed permission of the child's parents/guardians and/or without the expressed assent of the particular youth.
5. To retain student-counseling records for a minimum of three years, the term for which will commence upon the termination of this agreement. The retention of records will be extended beyond three years, if it is mandated by law, the standard of care, or at the option and discretion of LaRose.
6. To provide a 20 - 30 minute "Introduction to Counseling Services" seminar for the staff at WEST GADSDEN HIGH SCHOOL, preferably to occur at the commencement of this contract. The seminar will be provided one time, at the request of the school.
7. In the event an introductory seminar cannot be arranged at the school, the school district and/or school administration agree to advise its staff to review certain website information regarding school counseling services. The specific website URL's will be disbursed to school staff via school memo, email, or letter, authorized by the principal and disbursed by the secretarial support staff.
8. To provide a 20 - 30 minute "Counseling Services Wrap-up" seminar for the staff at WEST GADSDEN HIGH SCHOOL, preferably to occur prior to, and near the termination of this contract. The seminar will be provided one time, at the request of the school.
9. To evaluate counseling services at or near the end of the contract year, with evaluation instrument(s). The instrument(s) will be disbursed to appropriate staff and involved school personnel, and participating youth.

**GADSDEN COUNTY SCHOOL DISTRICT AND WEST GADSDEN HIGH SCHOOL  
AGREE TO PROVIDE:**



1. A start date for service delivery at the school, where services begin onsite within three weeks of the first day of classes held at the school.
2. Space where weekly counseling services can be confidentially provided, such as a room that will accommodate individuals and small groups, at WEST GADSDEN HIGH SCHOOL.
3. A referral list of students to be assessed for counseling services with signed permission slips (as determined by the school district) along with necessary contact information (such as class schedules, teacher names and telephone extensions).
4. Confidential student records for all students who are referred to and receiving counseling services, as long as a release of information is provided to the school, signed by the appropriate legal guardian.
5. Payment in the amount of \$450.00, payable to Kurt LaRose MSW LCSW for the hours of services that are provided to GADSDEN COUNTY SCHOOL BOARD, not to exceed nine (9) total hours for each contracted day of service. Payment will be made in a timely manner, for each day LaRose is at the school, consistent with the terms of this agreement, and in accordance with the routine payment processes of THE SCHOOL BOARD. Payment for services is not to extend past 30 days from the date of the monthly invoices.

**ADD ON SERVICES:**

"Add-On Services" are offered, one at no cost, to the district to address needs and interests of teachers, students and parents. Details of each add-on service, its accompanying title and fee is listed below.

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

times of service will be listed in the description of the invoice.

By checking each Add-On that GADSDEN COUNTY SCHOOL BOARD chooses to utilize with a "yes" the School District also indicates with an "x" if it chooses the annual option or if it chooses a certain number of times that an Add-On is requested. The appropriate signing School District Representative initials the acceptance or refusal of Add-On services below:

[PLEASE SEE THE NEXT PAGE FOR ADD-ON SERVICES CHART]



Add-On Title	Add-On Description	Target Groups	Time Frames	Cost	"Yes" or "No" & Initials
1 Additional Day	See Counseling Services Program Proposal	Students	1 Additional Day Per Week	\$450 Per Day	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
4 Hour Professional Development	As agreed upon between district / ESE administrators and school counseling program	District Preference	1/2 day; single block (4 consecutive hours)	Professional Courtesy – No Charge	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
Anger Management	Helps students (up to 10 per session) with anger and aggressive issues. Includes presentations, appropriate expressions, inappropriate contrasts, and role-plays.	Students (Referral Only)	2-4 Hours – 3 times per year (max = 10 students per session)	\$1,550 Yearly or \$650 per session (10 youth)	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
Conflict Resolution	Provides sessions where conflicts between youth can be resolved – addresses ongoing historical problems between peers and/or in crisis situations.	Students	2 Hour Sessions	\$95 Per Session (2 Youth)	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
Peer Counseling	Provides information to youth and staff about peer counseling programs with an in-service seminar on student/staff applications in the school setting	Students / Staff	2-4 Hours – 3 times per year (max = 10 students per session & staff)	\$1,550 Yearly or \$650 per session (10 youth)	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
Bullying: perpetrators, victims, and alternatives	Peer reviewed literature review. Power point presentation. Role plays & Modeling. Psycho-drama and Q & A.	Personnel	6 hours 1 Day	1,550 Per Day	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
De-escalating & Redirect in the Classroom	Helps staff improve classroom behavior while reducing student referrals. Includes statistics, research, power point presentation and role-plays.	All Teachers And Support Staff	4 Hours – 2 times per year	\$1,950 Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
Good Touch / Bad Touch®	Age appropriately presented related to touch between youth and others; the program is DOE approved. Includes presentation and role-plays.	Students	3 Hours – 2 times per year	\$1,550 Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
EAP-1 Services	Intervention addressing various clinical concerns related to school personnel and issues that impact job performance and who are at risk of termination.	All Personnel (Referral Only)	1 Hour Per Week (up to 36 hours annually)	\$2,495 Yearly Or \$85 Per Session	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
EAP-2 Services	Intervention addressing various clinical concerns related to school personnel and issues that impact job performance and who are at risk of termination.	All Personnel (Referral Only)	2 Hours Per Week (up to 72 hours annually)	\$3,950 Yearly Or \$85 Per Session	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial <input type="checkbox"/> Yearly or # of Sessions
The evolution of gangs in school	"Gang Think: How to address the bonds that	Organizations and/or	4 Hours – 2 times per year	\$2,250 Yearly	<input type="checkbox"/> Yes <input type="checkbox"/> No Initial

settings	destroy from a strengths perspective."	Individuals		(Up to 25)	— Yearly or — # of Sessions
----------	--	-------------	--	------------	-----------------------------------

**ADDITIONAL STATEMENT OF AGREEMENT:**

Counseling services will be provided during regular school days and during regular school district hours of operation at WEST GADSDEN HIGH SCHOOL. This agreement shall remain in force for the 2011-2012 academic school year.

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

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

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

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

NASW Florida Chapter  
1931 Dellwood Drive  
Tallahassee, FL 32303

**ACCELERATION FOR NON-PAYMENT:**

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



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

**OTHER PROVIDERS:**

LaRose and the School Counseling Services Program cannot promise exclusive availability of LaRose as the onsite provider of services to the district/school. As such, another similarly trained provider will serve as an agent of LaRose in providing the day-to-day counseling services. Alternative provider(s) operate as sub-contractors of LaRose, whereby LaRose is the program administrator, program evaluator, contract manager, clinical consultant - indirectly overseeing all aspects of the service delivery to the district and the school.

**CONTRACT PREFERENCES, COST ESTIMATES, AND TOTALS:**

Daily counseling services in the school. The total number of days, each week, which the GADSDEN COUNTY SCHOOL BOARD contracts with LaRose for services, is [redacted] (1) day(s). The total number of days for the 2011 - 2012 academic year may not exceed a total of [redacted] (2) weeks in the school year. The preferred days of service each week is: as scheduled with the school (Mon, Tues, etc.). The total annual cost allowable for daily counseling services, under this agreement, is maximized at \$ [redacted] (maximum dollar amount for the year that the district is contracting; this number should at least equal the number of days per week (1) x the number of weeks per year (2) x the daily rate).

Other Add-on Services. The GADSDEN COUNTY SCHOOL BOARD has indicated in the "Add-On Services" section of this agreement its preferences for additional professional services, exceeding those provided as daily counseling services. The annual cost of the chosen Add-On Services is \$\_\_\_\_ (see "Add-On Services" section with appropriate check marks to calculate total annual amount. Enter a zero is appropriate).

Retainer Fee. This contract does not offer a retainer fee for specific onsite providers. It is understood that LaRose agrees to provide the appropriately trained and licensed professional who will work under LaRose, as the onsite provider. Back ground security clearance, state licensure, liability insurance coverage, and all other program components will be provided to the district, by the onsite provider and School Counseling Services Program, prior to the first day of service delivery at the named school.

**AUTHORIZED SIGNATURES:**

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

SIGNED:

\_\_\_\_\_  
Kurt LaRose, MSW, LCSW  
220 John Knox Road Ste. 4A  
Tallahassee, FL 32308  
850-545-2886

\_\_\_\_\_  
Date

\_\_\_\_\_  
REGINALD C. JAMES, SUPERINTENDENT  
Gadsden County Schools  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351  
(850) 627-9651

\_\_\_\_\_  
Date

\_\_\_\_\_  
Sharon B. Thomas, Director  
EXCEPTIONAL STUDENT EDUCATION

\_\_\_\_\_  
Date

Notice to Vendor/Contractor: By acceptance of a contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34, Section 80.36(i) Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be effected and the basis for settlement will be decided by the Gadsden County School Board.



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8w

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEM:** Amended Agreement Between Gadsden County School District and Alternative Unlimited, Inc.

**DIVISION:** Administration

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

**PURPOSE AND SUMMARY OF ITEM:**

Alternative Unlimited, Inc. will provide a community-based alternative education program called "Drop Back In" for eligible students. Eligible students shall include those students who are residents of Gadsden County not currently enrolled in an educational program.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Reginald C. James

**POSITION:** Superintendent of Schools

---

**INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER**

  2   Number of ORIGINAL SIGNATURES NEEDED by preparer.

**SUPERINTENDENT'S SIGNATURE:** page(s) numbered \_\_\_\_\_

**CHAIRMAN'S SIGNATURE:** page(s) numbered \_\_\_\_\_

This form is to be duplicated on light blue paper.

**AGREEMENT BETWEEN  
GADSDEN COUNTY SCHOOL DISTRICT and  
ALTERNATIVES UNLIMITED, INC**

This agreement for services is made by and between the School Board of Gadsden County, a statutory corporation and political subdivision of the State of Florida having its principal address at 35 Martin Luther King Jr. Blvd., Quincy, FL 32351 (hereinafter "District"), and Alternatives Unlimited, Inc., a Maryland corporation with its principal address at 8508 Loch Raven Boulevard, Suite E, Baltimore, Maryland 21286, (hereinafter "AU").

**WHEREAS**, in accordance with State law, a school board may contract with an organization that operates a community-based innovative instructional program that meets the unique needs of at-risk students; and

**WHEREAS**, Gadsden County School District and AU desire to cooperate in rendering services to students who have dropped out of school:

**NOW THEREFORE**, in consideration of the mutual promised herein contained and other good and valuable consideration, Gadsden County School District and AU agree as follows:

**1. TERMS**

This Agreement shall become effective with the signatures of the Gadsden County School District Superintendent and School Board Chairman and an AU authorized signor. The Agreement will be effective from the date of execution and shall continue in effect until June 30, 2012, unless terminated or otherwise amended. The Agreement may be reviewed annually, and either part may request amendments. Any proposed amendments or modifications shall become effective only if agreed to in writing observing all the formalities of the Agreement.

**2. PROGRAM DESCRIPTION**

2.01. AU will provide a community-based alternative education program called "Drop Back In" (hereinafter "DBI") for eligible students. Eligible Students shall include those students who are residents of Gadsden County not currently enrolled in an educational program. The parties expect that Eligible Students shall receive academic services sufficient to enable them to satisfy District's graduation requirements.

2.02. DBI will not accept any student unless the student has been unenrolled either voluntarily or involuntarily from the District for at least ninety (90) days. DBI shall take all necessary steps to verify that any student requesting admission into its program has met the



ninety (90) day requirement. Enrollment in DBI's program shall be capped at ninety-nine (99) students for 2011-2012 school year.

2.03. DBI shall follow the Gadsden County School District calendar unless the District's Superintendent of designee approves an alternative calendar. AU agrees to provide no fewer than five (5) hours of instructional time per day. Any variation must be discussed with Gadsden County District personnel. DBI classed shall not exceed an average daily attendance pupil/instructional staff ratio as subscribed to by the District. Supervision and control of students while in the DBI shall be the sole responsibility of AU.

2.04. AU agrees to operate DBI in accordance with all requirements and guidelines as may be requested by District throughout the term of this Agreement in order to ensure that the program is in compliance with all applicable federal, state, and local laws and agency rules, regulations, and guidelines and to ensure that Gadsden County School District remains entitled to receive maximum funding from the State for participating in this Agreement.

2.05. AU shall comply with the requirements of all applicable federal, state, and local laws and regulations, including, but not limited to, those laws governing the provision of education to students with disabilities, students who have limited English proficiency. AU shall also comply with the requirements of all applicable judicial rulings, including the META Consent Decree, and with the requirements of the District's English Language Learners Plan.

2.06. AU shall provide the District with its written procedures governing intake, evaluation, dismissal, and separation of students as well as its written policies regarding the conduct and discipline of students while they are enrolled in the educational program. AU shall adopt the Gadsden County School District Code of Student Conduct and at the time of intake shall secure student and parent/guardian signatures to acknowledge an understanding of the rules and penalties for violating them. DBI will keep these signatures on file. AU administrative staff will meet quarterly or more, as needed, with District Administrative staff to discuss the program and progress of its students. The District's School Board will provide DBI with available Student-Family Handbooks for each student enrolled in the program.

### **3. FACILITIES**

3.01. AU agrees to provide educational services at various sites within the community. AU, in consultation with the District, will be permitted to open other sites in order to accommodate all interested students so that no student will be placed on a waiting list and therefore denied an opportunity to pursue an education. AU understands and agrees to the requirement that the District will implement a program of monitoring to ensure successful implementation of the DBI program. AU agrees to maintain the facilities in accordance with federal, state, and local laws, city ordinances, and District policy. All sites selected by AU for use in the performance of the Agreement will be reported to the District Facilities Department representative two or more weeks prior to the first day they plan to serve students. AU welcomes recommendations and/or



suggestions of viable sites for the DBI sites from the District. All computer lab and internet wiring will be configured and installed by AU who will assume all costs.

3.02. AU will comply with the standard requirements as specified for the programmed use, as determined in the Florida Building Code, the Florida Building Code, the Florida Fire Prevention Code, Americans with Disabilities Act (Guidelines), and the State Requirements for Educational Facilities (SREF). The District requires that proposed sites and floor plans be reviewed for code compliance by the District Building Department prior to any commitment by AU regarding said sites. AU shall ensure that the property owner maintains current sanitation and health certificates and that all leased sites comply with all annual fire inspection requirements for educational facilities. Fire and emergency drills must be conducted by AU in accordance with District policies.

#### **4. ADMINISTRATIVE AND INSTRUCTIONAL STAFF**

4.01. AU shall identify a DBI administrator with the authority to make decisions on behalf of AU and who will represent AU, including but not limited to, all required administrative meetings and training. In the event that such administrator not available, an AU designee approved by Gadsden County School District may represent AU when appropriate and necessary.

4.02. All AU teachers must meet the certification requirements and assigned classes in accordance with the Florida Course Code Directory. All AU employees, appointees, or agents who are permitted access to AU sites when students are present or who come into contact with students as part of the educational program must submit to a background check at AU expense in a manner prescribed by the District. AU agrees to remove all persons providing services to students under the Agreement that do not meet the standards under the District Board Policies on criminal background checks and employee history checks.

4.03. All AU teachers must be qualified in a manner prescribed by the Gadsden County School District to teach limited English proficient students and may be required to attend professional development to become properly certified.

4.04. AU shall employ a minimum of one Exceptional Student Education (ESE) certified teacher to develop, implement and determine mastery of the Individual Educational Plan (IEP) goals for exceptional education students. AU shall employ an ESE Specialist who shall participate in admission and exiting conferences, IEP preparation and staffing, and maintaining ESE compliance for exceptional education students. AU shall promptly notify designated District personnel and complete all appropriate forms and paperwork in the event that any AU teacher or staff suspects that a particular District student in the program may have a disability, which may qualify him/her for special education services.



4.05. AU shall promptly notify designated District personnel of student's qualifying for ESOL services, or language proficiency assessment and continuance of ESOL services in accordance with student's ELL plan.

4.06. AU shall designate a testing coordinator responsible for the administration of all standardized testing required by the District.

4.07. AU shall employ properly certified substitute teachers for permanent instructional personnel who are temporarily absent due to illness or personal reasons.

## **5. STUDENT EVALUATION**

5.05. AU shall conduct an academic assessment of each student upon intake (BASI Test). The results of this assessment combined with the student's previous class schedule and educational goals shall determine what instructional strategies shall be employed while the student is enrolled in the AU's educational program. AU shall design a student schedule outlining a course of study that the student is to follow. All coursed offered must lead toward a standard high school diploma. AU will require of all DBI students, the District's approved academic credit standard for high school diploma as outlined in the District Student Progression Plan. Students eligible for graduation must have courses completed and registered in the Gadsden County School District's database prior to the graduation ceremony. With respect to Special Education students, if appropriate, accommodations as stated on the IEP, will be made to the curriculum in order for the student to meet the requirements of a high school diploma.

5.06. Subsequent to the review of academic history, each non-ESE student shall have developed an Academic Plan that shall identify the academic needs of the student stated as short term and long term academic goals leading to graduation. The Plan shall be reviewed and revised with the student participating on regularly testing scheduled intervals.

5.07. AU agrees to administer the FCAT, End of Course examinations, and other District-wide mandatory tests on-site, utilizing AU staff, certified to meet all legal mandates and District/state policies. Furthermore, AU shall initiate testing in accordance with the District calendar and procedures.

5.08. AU shall maintain individual achievement records in a form prescribed by the Gadsden County School District for each student. Included therein must be a record specifying which competencies have been mastered, the date on which mastery was achieved, and appropriate documentation must be submitted to the District upon completion of coursed.

5.09. AU shall make available a quiet, private room for AU psychological evaluations and ESE and/or ESOL interviews or parent/teacher meetings. The cost of such evaluations shall be borne by AU.

5.10. District shall periodically evaluate, if it so chooses, the quality of the AU educational program. The Superintendent's designee shall give AU ten (10) calendar day's prior notice of such evaluation by United States Postal Service certified mail, return receipt requested. AU shall cooperate with the District employees, appointees, and/or agents as they attend to their assigned task. Upon development of a final report, AU and the Gadsden County School District shall agree on any changes, if necessary, that will be made.

## **6. TEXTBOOKS**

District agrees to provide students state-adopted textbooks, as ordered by AU through the District and the Textbook Department at no additional cost above such compensation set forth in this Agreement, to assure appropriate and supplemental instruction. AU shall be required to complete an inventory of assigned textbooks by June 15, 2012. AU shall be responsible for any lost/damaged textbooks.

## **7. ATTENDANCE AND MEMBERSHIP**

7.01. AU agrees to comply with the District attendance policy as described in the Code of Student Conduct. Students who exceed the number of absences allowed by District policy, and with respect to whom the Gadsden County School District would require removal, shall be withdrawn from DBI. AU agrees to take attendance daily and forward information to the appropriate District designee on an agreed upon timeline. District will provide AU with information from the Gadsden County School District's Data System for those students enrolled DBI.

7.02. AU's full-time equivalent membership shall be counted during the official FTE/FEFP survey weeks in October and February. A student is in membership when he/she is officially assigned (not withdrawn) to a course or program by the District. To be reported for funding, each student must be enrolled and scheduled appropriately in the state automated data system.

7.03. All course identification must be accurate such as state approved course number, section number, period number, days per week and class minutes.

7.04. The student must be in attendance at least one day during the FTE/FEFP survey week or one of the six days/classes preceding the survey period. The presence, absence, or tardiness of each student shall be checked, each day, and recorded daily in the Automated Student Attendance Record-keeping System. To comply with the rules, a pupil is in attendance if actually present at the school site.



## **8. STUDENT RECORDS**

8.01. AU will prepare and maintain records relating to the students and the program in accordance with Gadsden School County District daily qualify record requirements to include demographic data, address verification, test scores, discipline records, health and immunization records, attendance, withdrawal (leave) code documentation and other appropriate information, and input such information by either (a) installing and using appropriate technology to receive training from District at AU's sole expense, or (b) providing personnel to receive training from District and to input required information at AU or at a designated District site.

8.02. AU understands that Gadsden County School District must have access to copies of student administrative and educational records in order to effectively participate in this Agreement. AU agrees to provide District access to all students, administrative, educational and financial records required to monitor and evaluate the effectiveness of the program. AU agrees to allow District access to all facilities, including classrooms, during regular operation hours in order to facilitate such monitoring activities.

8.03. To the extent that AU or District will come into possession of student records and information, and to the extent that AU or District will be involved in the survey, analysis, or evaluation of students, incidental to this Agreement, both parties agree to comply with all requirements of the Family Educational Rights and Privacy Act and Section 1002.22, Florida Statutes (2009). In the event that District is required to furnish information or records of AU, AU shall furnish such information to District and District shall have the right to release such information and records.

8.04. Each party will protect the rights of students and clients with respect to records created, maintained, and used by public institutions. It is the intent of the Agreement to ensure that guardians and students have the right to access and the right to privacy with respect to records and reports. The Parties will strictly adhere to all applicable state and federal laws and regulations relating to rights of students or their guardians with respect to students records and reports, including but not limited to Florida Statutes and State Board of Education Rules.

## **9. TRANSPORTATION**

Transportation to the DBI sites will not be provided by AU.

## **10. MEDIA**

AU shall implement and comply with all District policies and procedures, including but not limited to the District media policy.

## **11. DISTRICT PARTICIPATION**

11.01. Gadsden County School District will provide AU a list of students eligible for participation in the DBI. AU requires the most recent and updated listing of students who have dropped-out (withdrawn) from school. The list will contain complete names, addresses and phone numbers.

11.02. Gadsden County School District will monitor the performance and services provided by AU in accordance with performance standards outlined in this Agreement.

11.03. District will monitor the preparation and maintenance District/AU requirements to include demographic data, test scores, discipline records, attendance, lesson planning, grade reporting and recording, and other appropriate or required information.

11.04. If District and AU agree AU and/or staff shall participate in District staff development activities, both mandatory and optional, and classroom visitations and observations as requested.

11.05. District will meet quarterly or more as needed with AU Administrative Staff to discuss the program and progress of its students.

## **12. COMPENSATION**

12.01. It is agreed that Gadsden County School District will act as the agency through which all funds will pass through in the process of paying AU. AU shall receive ninety percent (90%) of all funds generated by DBI students while District shall retain ten percent (10%) of all funds generated by DBI students, with textbooks being provided to AU. Payment to AU will be based upon the number of students enrolled and reported by AU as of the FTE survey week(s). AU will be responsible for refunding to the District any revenue lost as a result of errors identified in FTE or program audits.

12.02. In the first semester payment to AU is due by December 1, 2011. In the second semester payment is due by April 1, 2012.

## **13. REPORTS AND EVALUATIONS**

13.01. AU shall submit to District within thirty (30) days after the execution of this Agreement the most recent financial statement of its assets and liabilities. District will accept an unaudited version. AU understands and agrees that such statement accompanying this Agreement may be public document and Authorized Version and authorizes Gadsden County School District to release the statement as part of this Agreement.

13.02. AU will maintain and retain throughout the term of this Agreement and for a period at least two (2) years, financial information that indicates utilization of funds received from



District in the event of a state or federal audit of District regarding expenditures of state funds, AU shall make available for inspection such financial information as required by the State Department of Education or other auditing agencies.

13.03. AU agrees to submit an annual report of each year of implementation, starting with the end of the first year implementation. The annual report must contain basic demographic data, attendance rates, enrollment data, and achievement data on all participating students. Student achievement data shall include, but not be limited to, the number of credits earned by students, the number credits earned per student, the number of students participating in the program. These data must be sufficient to allow judgment of the program effectiveness in achieving its stated objectives.

13.04. If requested, AU will provide a final summative project report to Gadsden County School District at the completion of the contract term. This report will include, but will not be limited to project background information, a description of the project implementation , and accomplishments and conclusion.

13.05. Gadsden County School District reserves the right to conduct its own evaluation of this project at any time to verify effectiveness.

13.06. AU and District intend to utilize the results of the evaluations and written reports as part of the criteria for continuation or termination of future participation in the program. Unless otherwise required by law, no reports or evaluations created pursuant to this Agreement may be released to third parties without prior written consent of District, which consent shall not be reasonably withheld.

#### **14. DISPUTES**

14.01. Any disputes between the parties shall be sought through communication between the AU Administrator and the Superintendent's designee.

14.02. If it is impossible to achieve a solution to the problem, and the appropriate Gadsden County School District Superintendent/designee and the AU Administrator are not able to reach a mutual decision, the parties shall have access to the legal system for the resolution of disputes. Jurisdiction shall be in the State of Florida and venue shall be the 10<sup>th</sup> Judicial Circuit, in and for Gadsden County. Prior to legal action, the parties may, by mutual agreement, submit any dispute to mediation with a qualified mediator appropriately certified by the state or federal courts.

#### **15. RELATIONSHIP OF THE PARTIES**

It is understood and agreed that AU is an independent contractor and that neither it nor any employees or agents contracted by this institution shall be deemed for any purposes to be employees (paid or volunteer) or agent of District. This agreement does not create a joint venture or business partnership under Florida law. AU assumes full responsibility for the



actions of such personnel and volunteers while performing any services incident to the Agreement and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, benefits and like requirements and obligations. In no event shall either party be responsible or liable to the other party for any action or inaction of its respective officials, agents, administrators, employees, volunteers and students.

#### **16. INDEMNIFICATION**

AU shall defend, hold harmless, and indemnify District and its governing board, officers, agents, and employees from and against all liabilities and claims for damages for death, sickness, injury or any other legally compensable damages to any person (s) or damage to any property, including, without limitation, all consequential damages and expenses (including attorney fees), from any cause whatsoever arising from or connected with its services hereunder, resulting from the negligence or intentional acts of AU, its agents or employees. It is understood and agreed that such indemnity shall survive the termination of this agreement. The insurance coverage shall continue coverage for all services covered hereunder and shall not be a claims-made policy.

#### **17. INSURANCE**

During the entire term of this agreement and any extension or modification thereof, AU shall submit and keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of services (s) by AU, of at least one million dollars (\$1,000,000) for each person and two million dollars (\$2,000,000) for all accidents or occurrences for all damages arising out of death, bodily injury, sickness or disease from any one accident or occurrence, and one million dollars (\$1,000,000) for all damages and liability arising out of injury to our destruction of property for each accident or occurrence. The policy must include a statement that the general liability provides coverage for contractual liability. Policy must list District as an additional insured. Not later than the effective date of the agreement, AU shall provide Gadsden County School District with satisfactory evidence of insurance, naming Gadsden County School District as additional certificate holder, including a provision for a twenty (20) calendar day written notice to District before cancellation or material change, evidencing the above-specific coverage. AU shall at its own cost and expense, procure and maintain insurance under the Worker's Compensation Law, if applicable. District reserves the right to revise the requirements of this provision at any time. If Gadsden County School District determines that additional insurance coverage is necessary, District will reopen negotiations with AU to modify the terms of this Agreement. Failure to supply Gadsden County School District with insurance renewal information is reason for contract termination.

#### **18. NO WAIVER OF IMMUNITY**



Neither AU nor Gadsden County School District waives or relinquishes immunity or defense on behalf of itself, its trustees, officers, employees, or agents as results of the execution of this Agreement and performance of the functions and obligation described herein.

### **19. NO WAIVER**

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any provision shall be constructed to be a waiver of such breach.

### **20. RIGHT IN PROPERTY**

All title to AU supplies, equipment furniture, and records shall remain the sole property of AU. All title to District furnished supplies, equipment, furniture, materials and/or textbooks shall remain the sole property of District.

### **22. PROPRIETARY INFORMATION**

22.01. The parties to this Agreement agree that AU's written course of instruction constitutes a valuable asset; and that without AU's consent, District shall not disclose, directly or indirectly, any confidential or proprietary information concerning the course of instruction, or AU's business operations or methodology to any person, firm, or entity and that such written information shall be used only to accomplish the purposes of this Agreement. District acknowledges AU's right to obtain a Temporary Restraining Order if any aspect of this section is breached.

22.02. All information, whether written or otherwise, regarding AU's course of instruction, business operations, or methodology are presumed to be AUs confidential information for purposes of this Agreement. Notwithstanding the foregoing, confidential information shall not be deemed to include any information or data which:

1. is within the public domain through no fault or breach of District, its employees or agents;
2. is lawfully obtainable from other sources;
3. District is required disclose pursuant to the order of a court or tribunal of competent jurisdiction or the lawful requirements of a governmental agency, or as otherwise required by law; or
4. is made available to students or parents and guardians participating in the program.

### **23. TERMINATION**

The Agreements may be terminated prior to expiration of the term as follows:

1. By written mutual agreement of the parties hereto, which agreement shall state the effective termination date and any other terms and conditions of said termination.
2. By either party hereto, with or without cause at the end of any school year.
3. By either party, hereto, with 30 days notice, upon a breach of the terms of this Agreement, after first giving the other party written notice of the breach and opportunity to cure.

### **24. NOTICE**

Any notice required to be given under the provisions to this Agreement shall be in writing and shall be duly served when it shall be hand delivered to the addresses set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office Addressed to the party at the following addresses:

To: Alternatives Unlimited, Inc.  
Attn: Mr. John Sullivan  
8508 Loch Raven Blvd. Suite 6  
Baltimore, Maryland 21286

To: Gadsden County School District  
Attn: Reginald C. James  
Superintendent  
35 Martin Luther King Blvd.  
Quincy, FL 32351

Any party may designate a different address by giving the other party ten (10) days prior written notice in the manner above provided.

### **25. NO ASSIGNMENT**

No assignment of this Agreement or of any duty or obligation or performance or payment hereunder, shall be made by either party, in whole or in part, without the prior written consent of the other party.

### **26. SECTION HEADINGS**



The heading of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limited, define, or construe the terms or provisions of the sections of this Agreement.

### **27. GOVERNING LAW**

This Agreement is made in the State of Florida and shall be construed, interpreted, and governed by the laws of such state. The parties irremovably consent to the sole and exclusive jurisdiction and venue of the state and/or Courts for any action under this Agreement.

### **28. NO THIRD PARTY BENEFICIARIES**

Nothing in this Agreement shall be deemed or construed to create any third party beneficiaries or otherwise give any third party any claim or right of action against any party.

### **29. COMPLETE UNDERSTANDING**

This Agreement shall constitute the complete understanding of AU and Gadsden County School District, and may not be modifies in any manner without the express written consent of both parties.

### **30. PERFORMANCE OF WORK**

AU shall perform the services, furnish the equipment, facility, and personnel, and do all things necessary and proper for the performance and completion of the work requires by this Agreement at AU's sole cost and expense.

### **31. COUNTERPARTS**

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument.

### **32. AUTHORITY**

Each person signing this Agreement on behalf of each party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed on the \_\_\_\_\_ day of \_\_\_\_\_, 2011.

GADSDEN COUNTY SCHOOL DISTRICT

ALTERNATIVES UNLIMITED, INC.

By: \_\_\_\_\_

By: \_\_\_\_\_

ATTEST:

By: \_\_\_\_\_

REGINALD C. JAMES, SUPERINTENDENT  
Reginald C. James, Superintendent



# Drop Back In Academy Gadsden County

Summary/Report  
2010-2011



# Mission Statement

Offer Innovative and Cost-Effective  
Alternative Educational Opportunities  
To Students  
Who Have Not Experienced  
Success  
In Traditional School Setting





# Eligible Students

- Students age 16-21.
- Must have withdrawn no less than 9<sup>th</sup> grade.
- Student has to be withdrawn from Gadsden County School at least 90 days.
- Students must be cleared at the district level before enrollment.



# Requirements

- DBI adheres to the Gadsden County School District calendar.
- Students must attend 5 hours of instructional time per day.
- Classes shall not exceed daily pupil/staff ratio.





# Student Evaluation

- DBI uses previous FCAT scores, grade point average, combined with the students previous class schedule and academic history to determine instructional needs to be met.
- All courses will lead to a standard high school diploma as outlined in the Districts Student Progression Plan.
- IEP accommodations will be made in order for students with disabilities to meet the requirements for a high school diploma.
- All DBI students are given a Personal Individual Plan that list the long range and short term goals that are to be completed.



# Student Evaluation

- All enrolled students are administered the FCAT, End of Course examination and other mandatory District-wide test.
- DBI utilizes the scores and mastery of competencies on all standardized test.
- All course completed and dates on which mastery was achieved is submitted to the District.
- All psychological, IEP and ESOL consultation are conducted in private rooms.





# Attendance

- DBI complies with the District attendance policy, takes attendance daily and forward information to the District.
- Full-time membership is counted during official FTE survey weeks in October and February.
- All course identification per student, section number, period number, and days per week are state approved.
- During survey week, a student must be physically present a minimum of one day.



# Attendance

In addition to complying with the District's attendance policy, DBI encourages students participation and attendance by:

- Maintaining daily call logs for each individual student.
- Visiting parents/students homes.
- Encourage parent participation.
- Rewarding students who excel in classroom activities. Student of the day, week, and month.





# Demographics for Sites

- Each site has two 5 hour sessions.
- Students are required to sign in to a minimum of one session per day.
- Students are free to choose between a A.M. or P.M. sessions.



# Chattahoochee Site

560 Martin Luther King BLVD.  
Chattahoochee, FL. 32324  
(850) 663-3797

- 7 Ninth graders
- 4 Tenth graders
- 3 Eleventh graders
- 5 Twelfth graders
- 19 Total enrolled
  
- No IEP



	LAST NAME	FIRST NAME	FSI#	GRD	ENTRY	DOB	S/S #	SITE	GPA	ESE	ESOL	GENDER	RACE	READ	MAT
1	Baker	Dequeshia	00312096	9th	4/4/2011			Chatt	2.0	No	No	Female	Black		
2	Barkley	Laporschia	00303425	12th	2/7/2011			Chatt	2.75	No	No	Female	Black		Pass
3	Brittingham	Toran	00306681	12th	10/26/2010			Chatt	3.0	No	No	Male	Black		Pass
4	Brown	Brian	00310018	9th	4/4/2011			Chatt	1.5	No	No	Male	White	307	3
5	Campbell	Trenton	00310023	9th	9/20/2010			Chatt	0.14	No	NO	Male	Black		
6	Diaz	Moises	00312521	11th				Chatt	1.46	No	NO	Male	Hispanic		
7	Dickey	LaRico	00308355	12th	1/18/2011			Chatt	2.03	No	NO	Male	Black		Pass
8	Donaldson	Devar		9th	9/20/2010			Chatt		No	No	Male	Black		
9	Marshall	Shaquelia	00304951	10th	1/12/2011			Chatt	2.23	No	No	Female	Black		
10	McWhite	De'Ontaye	00307007	11th	9/20/2010			Chatt	2.55	No	No	Male	Black		
11	Parham	Delrico		9th	4/4/2011			Chatt		No	No	Male	Black		Pass
12	Perry	LaKedra	00310817	10th	9/20/2010			Chatt	1.3	No	No	Female	Black		
13	Perry	Cedric		11th	5/2/2011			Chatt	2	No	No	Male	Black		
14	Powell	Quadedra		9th	4/4/2011			Chatt		No	No	Female	Black		
15	Reed	Lorenzo	00306802	12th	2/11/2011			Chatt	2.169	No	No	Male	Black		Pass
16	Stafford	Tynecia	00304824	12th	2/7/2011			Chatt	2.44	No	No	Female	Black		
17	Williams	Trenton		10th	2/11/2011			Chatt		No	No	Male	Black		
18	Woodard	Jessica	00304606	10th	11/9/2010			Chatt	0.5	No	No	Female	Black		
19	Travis	Jordan	00406908	9	1/26/2011			Chatt	0.87	No	No	Male			



# Quincy Site

1006 West 4<sup>th</sup> street  
Quincy, FL. 32352  
(850) 618-0137

- 8 Ninth graders
- 6 Tenth graders
- 12 Eleventh graders
- 13 Twelfth graders
- 39 Total enrolled
  
- 6 Total IEP



	LAST	FIRST	FSI#	Entry Date	GRD	DOB	S/S #	SITE	GPA	ESE	ESOL	GENDER	ETHNICITY	READ	MATH
1	Baker	Janada		1/28/2011	10			Quin.		No	No	Female	Afro-American		
2	Bivins	Edward	00308438	10/11/2010	11			Quin.	1.64	Yes	No	Male	Afro-American		
3	Bowen	Deshuntaye	00310782	4/11/2011	12			Quin.	2.06	No	No	Female	Afro-American		
4	Brown	Alvin	00307350	10/5/2010	10			Quin.	2.33	Yes	No	Male	Afro-American		
5	Brown	Rheinhardt	00310790	10/1/2009	10			Quin.	1.2	No	No	Male	Afro-American		
6	Bush	Nakendra	00302743	8/30/2010	11			Quin.	1.083	No	No	Female	Afro-American	181	300
7	Cowart	Earnest		8/25/2010	11			Quin.	1.42	No	No	Male	Afro-American		
9	Davis	Shandreca	00310568	8/23/2010	11			Quin.	2.21	No	No	Female	Afro-American	265	306
10	Diaz, Rivera	Michell	00400148	4/15/2011	12			Quin.	3	No	No	Female	Hispanic		Passed
11	Diaz, Rivera	Nemisis	00400150	4/11/2011	12			Quin.	2.186	No	No	Female	Hispanic		Passed
12	Ellis	Jerome	00310632	1/18/2011	10			Quin.	0.863	Yes	No	Male	Afro American		
13	Ford	Te'ERICA	00310077	3/24/2011	11			Quin.	1.042	No	No	Female	Afro-American		
14	Green	Dominique	00308373	3/28/2011	12			Quin.	2	No	No	Male	Afro American		Passed
15	Hannah	Keanna	00308609	8/23/2010	12			Quin.	1.63	No	No	Female	Afro-American	311	290
16	Jackson	Jeffery		2/4/2011	9			Quin.		No	No	Male	Afro-American		
17	Johnson	Corey	00305105	2/4/2011	9			Quin.		No	No	Male	Afro-American		
18	Jordan	Tyrone	00306524	1/28/2011	12			Quin.	1.06	Yes	No	Male	Afro-American		
19	Lindsey	Terron	00400115	8/30/2010	10			Quin.	0.79	Yes	No	Male	Afro-American		
20	Lockwood	Bianca	00310346	10/15/2010	9			Quin.	0	No	No	Female	Afro-American		
21	Manuel	Earnestine	00306747	1/28/2011	10			Quin.	0.67	Yes	No	Female	Afro-American	260	299
22	McCray	Brittany	00307917	1/28/2011	11			Quin.	1.666	No	No	Female	Afro-American		
23	McNealy	Daniel	00400207	1/26/2011	9			Quin.	0	No	No	Male	Afro-American		
24	Miller	Yatesha	00310031	8/23/2010	12			Quin.	1.88	No	No	Female	Afro-American	273	321
25	Moye	Ashlee	00310103	8/23/2010	11			Quin.	1.12	No	No	Female	Afro-American	254	276
26	Ray	Deantwon	00309365	8/23/2010	11			Quin.	1.06	No	No	Male	Afro-American	259	304
27	Riggins	Sabrina	00306674	9/28/2010	9			Quin.	0.14	No	No	Female	Afro-American		
28	Rivers	Quashawn	00417224	3/2/2011	12			Quin.	2	No	No	Male	Afro-American		
29	Robinson	Chiquiata	00409486	1/12/2011	12			Quin.	2.1	No	No	Female	Afro-American		
30	Sadberry	Jennifer		10/27/2010	9			Quin.		No	No	Female	White		
31	Sadberry	Heather	00413532	10/14/2010	9			Quin.		No	No	Female	White		
32	Spears	Kiante		2/4/2011	12			Quin.		No	No	Male	Afro-American		
33	Tejada	Kevin	00310088	10/7/2010	11			Quin.	1.25	No	No	Male	Hispanic	288	309
34	Vickers	Chastiny	00308334	12/6/2010	12			Quin.	2	No	No	Female	Afro-American		
35	Warren	Alicia	00308913	9/14/2010	11			Quin.	1.14	No	No	Female	Afro-American	168	253
36	Williams	Chartavis	00311315	10/15/2010	12			Quin.	2.52	No	No	Male	Afro-American		
37	Williams	Dorian	00311857	12/13/2010	12			Quin.	1.33	No	No	Male	Afro-American	256	
38	Williams	Christopher	'00310058	1/12/2011	11			Quin.	0.9	No	No	Male	Afro-American		
39	Wilson	Keldrick		12/9/2010	11			Quin.	2	No	No	Male	Afro-American		
40	Young	Donterrious	00310731	10/5/2010	9			Quin.		No	No	Male	Afro-American		



# Havana Site

Havana Learning Center  
111 West 16<sup>th</sup> street  
Havana, FL. 32333  
(850) 539-1315

- 17 Ninth graders
- 14 Tenth graders
- 8 Eleventh graders
- 9 Twelfth graders
- 48 Total enrolled
  
- 11 Total IEP



Last	First	ID	Grd	D.O.B	Social	Session	Entry	Gender	ESE	ESOL	Ethnicity	G.P.A	Read	Math
addison	Laquisha	00310190	10			Am	2/4/2011	Female	No	No	Afro-American	0.789		
brinson	Latoria	00310190	12			AM	9/27/2010	Female	No	No	Afro-American	1.82		
brinson	Bryant	00306905	12			AM	1/26/2011	Male	No	No	Afro-American	2.86	226	1848
burke	Henry	00304890	10			AM	8/23/2010	Male	No	No	Afro-American	0.749		
collins	Tevin	00312225	10			AM	1/14/2010	Male	No	No	Afro-American	1.629		
collins (Dice)	Travis		10			PM	1/12/2011	Male	No	No	White	3.27		
daniels	Ronterious	00310618	12			AM	8/23/2010	Male	No	No	Afro-American	1.642	301	301
razier	Vandetta	00310619	11			AM	8/23/2010	Female	No	No	Afro-American	1.86	229	285
silenn	Dontavious	00416766	9			PM	8/23/2010	Male	No	No	Afro-American			
woodson	Jaquez		9			Pm	2/4/2011	Male	No	No	Afro-American			
hall	Jamal	00304768	10			PM	8/25/2010	Male	Yes	No	Afro-American	1.875		
harris	Elijah	00312943	9			Pm	8/23/2010	Male	Yes	No	Afro-American	3		
harris	Jamal	00306991	9			AM	10/13/2010	Male	Yes	No	Afro-American	0		
herring	Amonte	00402297	10			AM	10/4/2010	Male	No	No	Afro-American	1.21		
herring	Isaac	00309000	9			AM	8/23/2010	Male	No	No	Afro-American	0		
brinson	Shavonda	00310200	10			AM	8/23/2010	Female	No	No	Afro-American	1.187	198	236
holloway	Cetoria	00307347	12			PM	10/4/2010	Female	No	No	Afro-American	1.94		passed
ackson	Latoya	00314154	12			AM	8/23/2010	Female	No	No	Afro-American	2.14		
ackson	Marques	00308564	11			AM	10/14/2010	Male	Yes	No	Afro-American			
ohnson	Miles	00309109	9			PM	1/18/2011	Male	Yes	No	Afro-American	1		
ones	Colby	00304975	9			AM	10/13/2010	Male	Yes	No	Afro-American	0		
ulian	Aarron		9			AM	1/15/2011	Male	No	No	White	1.263		
aynor	Courtney	00313411	9			AM	11/4/2010	Female	No	No	Afro-American	2.66		

McClendon	Shandria	00305163	10	AM	8/23/2010	Female	No	No	Afro-American	1.53	277	218
McGriff	Laketra	00305010	12	Pm	2/4/2011	Female	No	No	Afro-American	1.75		307
Miller	Pebbles	00412505	10	AM	8/23/2010	Female	No	No	Afro-American	1.1	120	205
Milton	Tiajuana	00302929	12	Am	2/4/2011	Female	No	No	Afro-American	2.19	233	219
Moore	Cortez	00306752	12	PM	10/13/2010	Male	Yes	No	Afro-American	2.02	194	256
Murrell	Jermaine	00303416	12	AM	1/12/2011	Male	No	No	Afro-American	2.37		
Parish	Ciera	00306753	10	AM	8/27/2010	Female	No	No	Afro-American	0.423		
Parish	Kiera	00306729	9	AM	8/27/2010	Female	No	No	Afro-American	0.642		
Poole	Freddie	00306730	9	PM	8/23/2010	Male	Yes	No	Afro-American	0.125		
Richardson	Stephon	00304327	9	AM	9/27/2010	Male	No	No	Afro-American	1.6		
Rollins	Tiffany	00306574	10	AM	10/14/2010	Female	No	No	Afro-American	1.608	219	285
Romith	Jimon	00308526	9	AM	8/25/2010	Male	No	No	Afro-American	0		
Thomas	Nicole	00309033	10	AM	10/13/2010	Female	No	No	Afro-American	0.857	273	303
Varren	Vernisia	00308923	11	PM	1/20/2011	Female	No	No	Afro-American	1.804		
Vebb	Howard		11	Am	2/4/2011	Male	No	No	Afro-American			
Vester	Loriccas	00304814	11	PM	8/23/2010	Female	No	No	Afro-American	1.024	200	272
Veston	Merica	00402463	10	PM	1/21/2011	Female	No	No	Afro-American	1.548		
Veston	Terrance	00402462	9	AM	11/18/2010	Male	Yes	No	Afro-American			
Villiams	Patrick	00416767	11	AM	8/23/2010	Male	No	No	Afro-American	1.2		
Villiams	Terence	00310624	9	AM	11/8/2010	Male	No	No	Afro-American	0.333		
Villiams	Terrall	00309112	9	AM	11/15/2010	Male	Yes	No	Afro-American	0.736		
Villiams	Marquise		11	PM		Male	Yes	No	Afro-American			
Villis	Kendra	003066718	11	AM	9/27/2010	Female	No	No	Afro-American	2.1212	197	270
Vright	Eugene	00309730	9	AM	8/23/2010	Male	No	No	Afro-American	0.625	241	314
Vright	Shantarious	00304333	10	AM	8/23/2010	Female	No	No	Afro-American	0		





# Midway DBIA

420 Palmer Road  
Midway, Fl. 32343  
(850) 727-7538

- 5 Ninth grade
- 2 Tenth grade
- 1 Eleventh grade
- 4 Twelfth grade
- 12 Total enrolled
  
- 4 Total IEP

Last Name	First Name	Student ID	Entry Date	D.O.B	Social	Site	Grade	ESE	Index	Ethnicity	Session	G.P.A	FCAT Read	FCAT Math
Bush	Adrena	00309315	8/23/2010	5/4/2000	503 03 5045	Midway	09	YES	F	Afro American	AM	0.79	261	243
Chandler	Jamelia	00304119	1/21/2011			Midway	12th	Yes	F	Afro American	AM	1.81		
Dixon	Yolanda	00309022	1/26/2011			Midway	11th	No	F	Afro American	AM	1.76		
Horne	Raykeria	00312372	11/15/2010			Midway	09	NO	F	Afro American	AM	0.375		
Johnson	Darrett	00308988	9/7/2010			Midway	09	YES	M	Afro American	AM	0.517		
Lampkin	Demetris	00312605	8/23/2010			Midway	09	YES	M	Afro American	AM			
Lawson	Erin	00306981	2/4/2011			Midway	10th	NO	F	Afro American	PM	1.046	276	246
Lovett	Sha'Wayne	00305119	10/4/2010			Midway	12	NO	F	Afro American	AM	1.77	267	222
Price	Christeege	00309029	1/21/2011			Midway	10th	Yes	F	Afro American	AM	1.08		
Russ	Shantoria	00304405	1/12/2011			Midway	12	NO	F	Afro American	AM	2.22		Passed
Starks	Laquandra	00302990	11/16/2010			Midway	09	NO	F	Afro American	AM	1.44		
Washington	Trenissia	00310725	1/12/2011			Midway	12	NO	F	Afro American	AM	1.36		300



# AU DEMOGRAPHIC REPORT

## MASTERLIST OF STUDENTS

DBI SITE: Quincy, Fla.

DATE:

	LAST NAME	FIRST NAME	FSI#	Entry Date	GRD	DOB
1	Baker	Janada		1/28/2011	10	
2	Bivins	Edward	00308438	10/11/2010	11	
3	Bowen	Deshuntaye	00310782	4/11/2011	12	
4	Brown	Alvin	00307350	10/5/2010	10	
5	Brown	Rheinhardt	00310790	10/1/2009	10	
6	Bush	Nakendra	00302743	8/30/2010	11	
7	Cowart	Earnest		8/25/2010	11	
9	Davis	Shandreca	00310568	8/23/2010	11	
10	Diaz, Rivera	Michell	00400148	4/15/2011	12	
11	Diaz, Rivera	Nemisis	00400150	4/11/2011	12	
12	Ellis	Jerome	00310632	1/18/2011	10	
13	Ford	Te'erica	00310077	3/24/2011	11	
14	Green	Dominique	00308373	3/28/2011	12	
15	Hannah	Keanna	00308609	8/23/2010	12	
16	Jackson	Jeffery		2/4/2011	9	
17	Johnson	Corey	00305105	2/4/2011	9	
18	Jordan	Tyrone	00306524	1/28/2011	12	
19	Lindsey	Terron	00400115	8/30/2010	10	
20	Lockwood	Bianca	00310346	10/15/2010	9	
21	Manuel	Earnestine	00306747	1/28/2011	10	
22	McCray	Brittany	00307917	1/28/2011	11	
23	McNealy	Daniel	00400207	1/26/2011	9	
24	Miller	Yatesha	00310031	8/23/2010	12	
25	Moye	Ashlee	00310103	8/23/2010	11	
26	Ray	Deantwon	00309365	8/23/2010	11	
27	Riggins	Sabrina	00306674	9/28/2010	9	
28	Rivers	Quashawn	00417224	3/2/2011	12	
29	Robinson	Chiquiata	00409486	1/12/2011	12	
30	Sadberry	Jennifer		10/27/2010	9	
31	Sadberry	Heather	00413532	10/14/2010	9	
32	Spears	Kiante		2/4/2011	12	
33	Tejada	Kevin	00310088	10/7/2010	11	
34	Vickers	Chastiny	00308334	12/6/2010	12	
35	Warren	Alicia	00308913	9/14/2010	11	
36	Williams	Chartavis	00311315	10/15/2010	12	
37	Williams	Dorian	00311857	12/13/2010	12	
38	Williams	Christopher	'00310058	1/12/2011	11	
39	Wilson	Keldrick		12/9/2010	11	
40	Young	Donterrious	00310731	10/5/2010	9	

**FCAT NEEDED**

S/S #	DBI SITE	GPA	ESE	ESOL	GENDE	ETHNICITY	READ	MATH
	Quincy, Fla		No	No	Female	Afro-American		
	Quincy, Fla	1.64	Yes	No	Male	Afro-American		
	Quincy, Fla	2.06	No	No	Female	Afro-American		
	Quincy, Fla	2.33	Yes	No	Male	Afro-American		
	Quincy, Fla	1.2	No	No	Male	Afro-American		
	Quincy	1.083	No	No	Female	Afro-American	181	300
	Quincy, Fla	1.42	No	No	Male	Afro-American		
	Quincy, Fla	2.21	No	No	Female	Afro-American	265	306
	Quincy, Fla	3	No	No	Female	Hispanic		Passed
	Quincy, Fla	2.186	No	No	Female	Hispanic		Passed
	Quincy	0.863	Yes	No	Male	Afro American		
	Quincy, Fla	1.042	No	No	Female	Afro-American		
	Quincy, Fla	2	No	No	Male	Afro American		Passed
	Quincy, Fla	1.63	No	No	Female	Afro-American	311	290
	Quincy		No	No	Male	Afro-American		
	Quincy		No	No	Male	Afro-American		
	Quincy, Fla	1.06	Yes	No	Male	Afro-American		
	Quincy, Fla	0.79	Yes	No	Male	Afro-American		
	Quincy, Fla	0	No	No	Female	Afro-American		
	Quincy, Fla	0.67	Yes	No	Female	Afro-American	260	299
	Quincy, Fla	1.666	No	No	Female	Afro-American		
	Quincy, Fla	0	No	No	Male	Afro-American		
	Quincy, Fla	1.88	No	No	Female	Afro-American	273	321
	Quincy, Fla	1.12	No	No	Female	Afro-American	254	276
	Quincy, Fla	1.06	No	No	Male	Afro-American	259	304
	Quincy, Fla	0.14	No	No	Female	Afro-American		
	Quincy, Fla	2	No	No	Male	Afro-American		
	Quincy, Fla	2.1	No	No	Female	Afro-American		
	Quincy, Fla		No	No	Female	White		
	Quincy, Fla		No	No	Female	White		
	Quincy		No	No	Male	Afro-American		
	Quincy, Fla	1.25	No	No	Male	Hispanic	288	309
	Quincy, Fla	2	No	No	Female	Afro-American		
	Quincy, Fla	1.14	No	No	Female	Afro-American	168	253
	Quincy, Fla	2.52	No	No	Male	Afro-American		
	Quincy, Fla	1.33	No	No	Male	Afro-American	256	
	Quincy, Fla	0.9	No	No	Male	Afro-American		
	Quincy, Fla	2	No	No	Male	Afro-American		
	Quincy, Fla		No	No	Male	Afro-American		





# Total Enrolled

- 37 Ninth grade
- 26 Tenth grade
- 24 Eleventh grade
- 31 Twelfth grade
- 118 Total enrolled
  
- 21 Total IEP

# Credits Earned Per Student 2010-2011



Student #	Last Name	First Name	Course Title	Course #	Section	Final Exam	Final Ave	Credits
00304803	Brinson	Latoria	Government	2106310		92	88	0.5
00304803	Brinson	Latoria	Geometry	1206310S	2	90	92	0.5
00304803	Brinson	Latoria	Econmoics	2102310		87	90	0.5
00304803	Brinson	Latoria	Enviro Science	2001340S	2	90	88	0.5
00304803	Brinson	Latoria	English IV	1001400	2	90	92	0.5
00304119	Chandler	Jamelia	English III	1001370	2	87	89	0.5
00304119	Chandler	Jamilia	Government	2106310		92	84	0.5
00310568	Davis	Shandreca	American I	2100310S		76	81	0.5
00310568	Davis	Shandrca	English II B	1001340S		86	83	0.5
00310568	Davis	Shandreka	English III	1001340F		84	81	0.5
00310568	Davis	Shandreka	Algebra II	12003300S		88	83	0.5
00310568	Davis	Shandreca	English IV	1001400	1	96	75	0.5
00310568	Davis	Shandreca	Government	2106310		98	70	0.5
00400150	Diaz Rivera	Nemessis	English III	1001370S	2	90	92	0.5
00400150	Diaz Rivera	Nemessis	Government	2106310		92	88	0.5
00310619	Frazier	Vandetta	Economic	21023100		90	86	0.5
00310619	Frazier	Vandetta	English III	10013400F		90	86	0.5
00310619	Frazier	Vandetta	English III	1001370S		84	87	0.5
00310619	Frazier	Vandetta	Government	2106310		94	90	0.5
00310619	Frazier	Vandetta	English IV	1001400F	1	92	85	0.5
00310619	Frazier	Vandetta	Earth Space S	2001310F	1	92	91	0.5
00312943	Harris	Elijah	World History	2109310		81	86	0.5
00307347	Holloway	Cetoria	English IV	1001400F	1	82	91	0.5
00312372	Horne	Raykeria	English I	1001310F		87	85	0.5
00312372	Horne	Raykeria	Algebra I	1200310S		90	83	0.5
00312372	Horne	Raykeria	English I	1001310	1	87	85	0.5
00312372	Horne	Raykeria	Algebra I	1200310	2	90	83	0.5
00314154	Jackson	Latoya	Economics	21023100		90	80	0.5
00314154	Jackson	Latoya	English II	10013400F		85	80	0.5
00314154	Jackson	Latoya	Geometry	1206310F		84	81	0.5
00314154	Jackson	Latoya	English II	1001340S		79	84	0.5
00314154	Jackson	Latoya	English III	1001340F		74	80	0.5
00314154	Jackson	Latoya	English III	1001370S		80	83	0.5
00314154	Jackson	Latoya	English IV	1001400F		84	87	0.5
00314154	Jackson	Latoya	English IV	1001400S		92	88	0.5
00417224	Jones	Quashawn	Economics	2102310		84	84	0.5

Submitted By: \_\_\_\_\_

Date: \_\_\_\_\_

Jones	Quashawn	Algebra I		74	80	0.5
Jones	Quashawn	English I		92	84	0.5
McClendon	Shandria	World History		87	80	0.5
McClendon	Shandria	English I		85	84	0.5
McClendon	Shandria	Economics		88	88	0.5
Mcgriff	Laktria	Earth Space	1	92	94	0.5
Mcgriff	Laktria	Earth Space S	2	100	95	0.5
Mcgriff	Laktria	Lifetime Fitness	2	96	92	0.5
McWhite	De'Ontaye	English III		92	87	0.5
McWhite	De'Ontaye	Economics		94	93	0.5
McWhite	De'Ontaye	English IV		90	93	0.5
McWhite	De'Ontaye	English IV		90	88	0.5
McWhite	De'Ontaye	Government		92	88	0.5
Moye	Ashlee	American I		74	80	0.5
Moye	Ashlee	English II		78	82	0.5
Moye	Ashlee	Economics		68	80	0.5
Moye	Ashlee	Earth Space		100	80	0.5
Moye	Ashlee	Earth Space	2	98	72	0.5
Moye	Ashlee	Government		88	70	0.5
Perry	Cedric	Algebra 1		92	92	0.5
Perry	Cedric	English 1		90	84	0.5
Ray	Deantwon	American		78	81	0.5
Ray	Deantwon	English I B		80	83	0.5
Ray	Deantwon	American		86	80	0.5
Ray	Deantwon	Algebra I		96	84	0.5
Ray	Deantwon	Earth Space	1	88	70	0.5
Ray	Deantwon	Government		88	69	0.5
Ray	Deantwon	Earth Space	2	92	70	0.5
Ray	Deantwon	Economics		94	83	0.5
Robinson	Chiquita	English IV		94	81	0.5
Robinson	Chiquita	English IV	2	98	72	0.5
Smith	Jimon	English I	1	92	88	0.5
Tejada	Kevin	Algebra I		80	81	0.5
Tejada	Kevin	U.S. History		88	77	0.5
Tejada	Kevin	English II		84	76	0.5
Tejada	Kevin	Economics		84	80	0.5
Vickers	Chastiny	English III B		76	78	0.5

Submitted By: \_\_\_\_\_

Date: \_\_\_\_\_



Vickers	Chastiny	Economics			60	76	0.5
Vickers	Chastiny	English IV		1	100	83	0.5
Vickers	Chastiny	Government			98	71	0.5
Vickers	Chastiny	English IV		2	92	81	0.5
Wade	Angelica	English II			68	80	0.5
Washington	Trenissia	English II		2	92	88	0.5
Washington	Trenissia	Algebra II		2	96	93	0.5
Washington	Trenissia	Government			86	87	0.5
Washington	Trenissia	Economics			87	86	0.5
Washington	Trenissia	Enviro Science		2	87	88	0.5
Williams	Patrick	Algebra I A			80	86	0.5
Williams	Dorian	English II			82	82	0.5
Williams	Patrick	World History			86	82	0.5
Williams	Christopher	English I			96	85	0.5
Williams	Dorian	Economics			72	75	0.5
Williams	Christopher	US History		1	88	77	0.5
Williams	Dorian	Government			92	80	0.5
Williams	Patrick	Geometry		2	90	88	0.5
Williams	Dorian	English II		1	76	79	0.5
Williams	Dorian	English IV		1	90	71	0.5
							<b>46.5</b>



# Achievements

- 2 Graduates.
- 10 Potential graduates awaiting FCAT scores. T.B.A. July 2011
- 6 out of 8 students passed E.O.C. Algebra
- 46.5 Total credits earned





# DBIA Graduates

- 2009-2010: 2 Graduates
- 2010-2011: 12 Graduates
- 2 Confirmed
- 10 Awaiting FCAT Reading scores



# Summary

2010-2011

- Decreases drop out rate county-wide.
- Provides an alternative individual education that includes 21<sup>st</sup> century technology.
- Promotes citizenship for future county tax payers.
- Enhances the quality of life for those students who are labeled “Drop Out.”



**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8x

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEM:** ADD - ON ENDORSEMENT IN ESE - SEVERE AND PROFOUND DISABILITIES

**DIVISION:** PERSONNEL/STAFF DEVELOPMENT

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

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

Add on Endorsement in the area of Florida Severe or Profound Disabilities.  
Approval is needed in order for PAEC to be in compliance of the state's requirements.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Pink Hightower

**POSITION:** Director of Personnel/Staff Development

---

**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 \_\_\_\_\_**

This form is to be duplicated on light blue paper.

**REVIEWED BY:** \_\_\_\_\_

**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**ESE – Severe and Profound Disabilities**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**

**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**Developed April 2011**





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## Panhandle Area Educational Consortium

### ADD-ON ENDORSEMENT PROGRAM

#### K-12

#### Severe and Profound Disabilities Endorsement

##### 1. PROGRAM TITLE

**Add-on Endorsement Program: Severe and Profound Disabilities Endorsement**

##### 2. PROGRAM RATIONALE AND PURPOSE

State Board Rule 6A.-4.01793, effective July 1, 2002, instituted the state-wide requirement that beginning **July 1, 2011**, instructors of students in kindergarten through grade 12 with more than 50 percent of their students identified as profoundly mentally handicapped (PMH) or with a dual sensory impairment (DSI) or teach courses in the *Florida Course Code Directory* listed under the "Participatory Levels: 9-12" will need to be certified in an exceptional student education area and have an endorsement in severe or profound disabilities. This rule, 6A.-4.01793, FAC., *Specialization Requirements in Severe or Profound Disabilities Academic Class*, outlines the requirements for the endorsement in severe or profound disabilities.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students with severe or profound disabilities. As of July 1, 2011, many personnel with years of successful experience in teaching students with severe or profound disabilities will no longer be employable as in-field educators by virtue of not having a severe or profound disabilities endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with severe and profound disabilities. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in severe and profound disabilities, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Severe or Profound Disabilities*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have severe or profound disabilities. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Severe or Profound Disabilities Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in



*Severe or Profound Disabilities*, but will also allow additional opportunities for professional development for all personnel serving students with severe or profound disabilities. *Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02, Revised 7-1-05.*

### 3. **PROGRAM CONTENT/CURRICULUM COMPETENCIES**

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement. Each component has been developed in accordance with the requirements for the Master Inservice Plan (MIP) and has been included in the Master Inservice Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

#### **SPECIALIZATION STUDIES**

The professional education competencies specific to Severe and Profound Disabilities are addressed in the specialized courses that the Add-on for Severe and Profound Disabilities Endorsement requires. The *Competencies for Teachers Seeking the Severe and Profound Disabilities Endorsement* can be found in Appendix A.

The in-service courses will model the instructional strategies to be used to teach students with severe or profound disabilities in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with severe or profound disabilities in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

#### **NATIONALLY RECOGNIZED GUIDELINES**

A National Standards Report regarding competencies for personnel teaching students on the Severe and Profound Disabilities Spectrum is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which Severe and Profound Disabilities certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Severe and Profound Disabilities, which addresses basic information regarding what the diagnosis of severe or profound disabilities means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with severe or profound disabilities;
3. Communication, which focuses on one of the primary diagnostic areas of need for severe or profound disabilities;
4. Social Skill, which focuses on one of the primary diagnostic areas of need for severe or profound disabilities;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and

6. Sensory Motor Development, which addresses the needs of some individuals with severe or profound disabilities to have sensory motor supports.

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade County, The School District of Pasco County, and The School District of Escambia County, as well as state-approved programs in the states of Virginia and California. As research continues, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

## INSTRUCTIONAL DESIGN AND DELIVERY

### a. INSTRUCTIONAL STRAND

Severe and Profound Disabilities Endorsement: Nature, Assessment and Diagnosis	Severe and Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe and Profound Disabilities	Severe and Profound Disabilities: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems	Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities
<ol style="list-style-type: none"> <li>1. Characteristics of SPD</li> <li>2. Assessment and Diagnosis</li> <li>3. Individual Learning Goals, IEP, Curricula</li> <li>4. Teaching Methodologies</li> </ol>	<ol style="list-style-type: none"> <li>1. Behavior, communication, sensory, and social issues in SPD</li> <li>2. Basic Behavioral Principles</li> <li>3. Preference and Reinforcer Assessment Methodology</li> <li>4. Evidence-Based Instructional Methodologies and Strategies</li> <li>5. Acquisition Goals, Data Collection, and Graphic Analysis</li> <li>6. Behavior Definitions and Functions of Behavior</li> <li>7. Important Issues with Functional Behavioral Assessment</li> <li>8. Determining Appropriate Interventions for Positive Behavior Intervention Plans</li> <li>10. Treatment Integrity</li> <li>11. Reduction Goals, Data Collection, and Graphic Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Supporting Communicative and Language Competence</li> <li>2. Continuum of approaches to assessment and intervention</li> <li>3. Functional, expressive and receptive communication</li> <li>4. Augmentative and alternative communication (AAC) strategies</li> <li>5. Integrating verbal and nonverbal forms of communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum and Instruction/ Individualized Educational Services and Supports</li> <li>2. Inclusion with typical peers</li> <li>3. Supporting Play/Leisure and Imagination</li> <li>4. Family Support and Partnerships</li> <li>5. School and Community Partnerships</li> <li>6. Professional Literacy and Leadership</li> </ol>



**Instructional Delivery**

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with Severe and Profound Disabilities in their classrooms and to document their application as part of a comprehensive portfolio.

**TRAINING COMPONENTS**

The required components for endorsement in Severe and Profound Disabilities are:

<b>Component #</b>	<b>Master Plan Points</b>	<b>Component Title</b>
4-102-501	60	Severe & Profound Disabilities Endorsement: Nature and Needs, Assessment and Diagnosis
5-101-515	60	Severe & Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe & Profound Disabilities
3-100-501	60	Severe & Profound Disabilities Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems
2-100-540	60	Severe & Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities

The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement have been developed as specified in the Master In-service Plan. The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement are included in Appendix B.

**MATRIX**

<b>Matrix of Severe and Profound Disabilities Endorsement Program</b>			
<b>Competency Number*</b>	<b>Component Number</b>	<b>Specific Objective Number(s)</b>	<b>Method of Competency Demonstration</b>
	4-102-501	1, 2, 7 and 8	Research article summary
2a	4-102-501	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2a	4-102-501	36 and 36	Inclusion plan
2a	4-102-501	31	Classroom demonstration (discrete trial)
2a	4-102-501	28	Development of a community-based instruction activity
2a	4-102-501	33 and 34	Sketch of classroom structure with explanations
2a	4-102-501	9, 21 and 40	Portfolio entry (lesson plan)
2a	4-102-501	6	Development of visual schedule
2a, 2d	4-102-501	5, 6, 14, 16, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2a, 2d	4-102-501	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test

	5-101-515	6, 7, and 8	Completed preference and reinforcer assessments
2c	5-101-515	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2c	5-101-515	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2c	5-101-515	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2c	5-101-515	21 and 22	Classroom demonstration (social skills)
2c	5-101-515	23, 26 and 27	Classroom demonstration (data collection)
2c	5-101-515	24 and 25	Case Studies
2c	5-101-515	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2c	5-101-515	39, 52, 53, 54, 55, 56, 57, 58, 59, 62	Component test
2c	5-101-515	64 and 65	Graphing data
	3-100-501	3	Completed communication needs assessment
2b	3-100-501	2 and 4	Classroom demonstration (programming devices)
2b	3-100-501	4 and 10	Research and critique two articles on Augmentative devices
2b	3-100-501	31	Research and critique one article on the use of sign language
2b	3-100-501	4, 5, 6, 29	Integrate communication systems (lesson plan)
2b	3-100-501	6, 8 and 38	Classroom demonstration (identify types and functions of communication)
2b	3-100-501	11, 12, 22, 24, 25, 33	Create individual student schedules (initiating communication and 3-part exchange with peers)
2b	3-100-501	24, 25, and 33	Summary of completed reinforcement assessment for non-verbal student on the Severe and Profound Disabilities spectrum
2b	3-100-501	3 and 12	Summary paper
2b	3-100-501	5	Summary paper
2b	3-100-501	36	Summary paper or lesson plan
2b	3-100-501	6, 7, 16 and 28	Develop and present lesson plan for AT/Aug Communication integration across all content areas/subjects
2b	3-100-501	1, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 34, 35, 37, 38, 39, 40	Component test
	2-100-540	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	2-100-540	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the



			Severe and Profound Disabilities Spectrum.
2e	2-100-540	17	Submit a completed Functional Behavioral Assessment and intervention plan for a student on the Severe and Profound Disabilities Spectrum
2e	2-100-540	2-14 and 16	Submit an administrator's observation of instruction of a student on the Severe and Profound Disabilities Spectrum

*\*See Appendix A for competencies*

### **COURSE INSTRUCTORS**

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

### **COMPLETION REQUIREMENTS**

#### **A. PROGRAM COMPLETION**

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Severe or Profound Disabilities Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Severe or Profound Disabilities endorsement to the educator's teaching certificate.

#### **B. COMPETENCY DEMONSTRATION**

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the feedback responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

#### **C. COMPETENCY VERIFICATION**

College and/or university coursework may be substituted for portions of the Severe and Profound Disabilities endorsement add-on requirement. Consideration will be given to



students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

The overall effectiveness of the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

### **B. DESCRIPTIVE DATA**

1. Number of teachers who are out-of-field in Severe and Profound Disabilities.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

### **C. CLIENT SATISFACTION DATA**

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

### **D. SUPERVISORY EVALUATION DATA**

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.



#### **E. LOGISTICAL SUPPORT**

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Human Resource Development, Bureau of Teacher Education, Recruitment and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

#### **F. AN ANNUAL REVIEW**

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

### **MANAGEMENT**

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

#### **A. ADMISSION**

To be eligible for the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Severe and Profound Disabilities. Each participant must meet with the Professional Development



Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement.

**B. ADVISEMENT**

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

**C. ATTENDANCE**

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

**D. TRANSFER OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Severe and Profound Disabilities Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

**E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE**

Successful completion of **at least** 300 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative



will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

**SCHOOL BOARD APPROVAL**

The School Board approval form is found in Appendix C.

**APPENDIX A**  
**Competencies for Teachers Seeking the Severe and Profound Disabilities Spectrum  
Disorder Endorsement**

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Severe and Profound Disabilities – Academic Class
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- (1) A bachelor's or higher degree with certification in any exceptional student education area; and**
- (2) Twelve (12) semester hours to include credit in each of the following areas:**
  - (a) Nature of Severe and Profound Disabilities and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and**
    1. Demonstrate knowledge of the major characteristics of Severe and Profound Disabilities and the range of functioning level across all domains.
    2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with Severe and Profound Disabilities.
    3. Explain the implications for the impact of Severe and Profound Disabilities on the family and interaction of the student with Severe and Profound Disabilities and the family.
    4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
    5. Describe the decision-making process for determining a communication and/or language system(s).
    6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
    7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
    8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
    9. Design strategies for arranging the environment to promote:
      - opportunities to enhance communicative initiations and interactions;
      - opportunities for appropriate play and leisure activities
      - self-regulation and self-control;
      - direct instruction; and
      - establishment of increasing independence in all areas of functioning.
    10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of Severe and Profound Disabilities.
    11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
  - (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Severe and Profound Disabilities;**
    1. Demonstrate understanding of communication characteristics and deficits of students with Severe and Profound Disabilities.
      - Limited communication;
      - Limited joint attention;



- Communicative functions; and
  - Unconventional forms of communication.
2. Design strategies for alternative methods of communication.
    - Picture systems such as picture exchange communication system (PECS) and communication boards;
    - Symbol representation hierarchy; and
    - Literacy related supports.
  3. Demonstrate understanding of different interventions for communication.
    - Traditional, to include verbal behavior and discrete trial training;
    - Naturalistic, to include incidental learning and pivotal response;
    - Social interventions, such as social stories and comic strip conversations; and
    - Engineering the environment.

**(c) Behavior management and positive behavior supports for students with Severe and Profound Disabilities;**

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
  - Prevention of behaviors;
  - Replacement behaviors;
  - Changing responses; and
  - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
  - Social stories;
  - Functional communication;
  - Common misconceptions of behavior; and
  - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
  - Reinforcement;
  - Prompting
  - Shaping
  - Fading and
  - Task analysis.

**(d) Assessment and diagnosis of Severe and Profound Disabilities; and**

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
  - Characteristics for determining eligibility;
  - Severe and Profound Disabilities-specific instruments; and
  - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
  - Portfolio assessment;
  - Curriculum-based measurement (CBM) and assessment (CBA);
  - Data interpretation; and
  - Using assessment to determine present levels of performance.

**(e) Field-based experience with students with Severe and Profound Disabilities**

## APPENDIX B

**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Nature and Needs, Assessment and Diagnosis**

**IDENTIFIER NUMBER: 4-102-501**

**NUMBER OF INSERVICE POINTS: 60**

### **GENERAL OBJECTIVE**

This component is designed to enable the participant to identify characteristics associated with Severe and Profound Disabilities, to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

### **SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Severe and Profound Disabilities.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Severe and Profound Disabilities, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Severe and Profound Disabilities as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Severe and Profound Disabilities Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with Severe or Profound Disabilities based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with SPD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with Severe and Profound Disabilities and emotional co-morbidity.
15. Differentiate between standardized and non-standardized assessments.



16. Identify current evaluation instruments used in the diagnosis of Severe and Profound Disabilities, for example, DASH-II, ADD, Reiss Screen.
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of Severe and Profound Disabilities.
18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an SPD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of Severe and Profound Disabilities.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with Severe and Profound Disabilities and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with Severe and Profound Disabilities, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for Severe or Profound Disabilities students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with Severe or Profound Disabilities.
34. Describe how to physically structure a self-contained autistic classroom.
35. Describe several types of environmental structures and visual systems used in classrooms of students with Severe or Profound Disabilities and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with SPD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.



38. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with Severe or Profound Disabilities.
39. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students on the Severe and Profound Disabilities spectrum.

### **ACTIVITIES**

1. Attend the instructor's lecture and demonstration on:
  - a. Characteristics of SPD (Specific Objectives 1,2, 3, and 7)
  - b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
  - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
  - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38).
2. Review eligibility criteria for Severe and Profound Disabilities from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for SPD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with SPD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an SPD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
8. Identify the role that the IEP team plays in determining appropriate program placement for students with SPD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
9. Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 39)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with Severe and Profound Disabilities. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

### **STRUCTURED INTERACTION ACTIVITY**

1. Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
2. Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
3. Develop at home and share with the class a plan for accommodating a student with Severe and Profound Disabilities in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

### **FOLLOW-UP**



**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining Severe and Profound Disabilities; b) the characteristics of students on the Severe and Profound Disabilities spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical development with that of students on the Severe and Profound Disabilities spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the Severe and Profound Disabilities spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the Severe and Profound Disabilities spectrum. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Severe and Profound Disabilities Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Severe or Profound Disabilities**

**IDENTIFIER NUMBER: 5-101-515**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with Severe or Profound Disabilities, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

**SPECIFIC OBJECTIVES**

1. Identify social and behavioral issues associated with Severe and Profound Disabilities spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with Severe or Profound Disabilities.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with Severe and Profound Disabilities (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with Severe and Profound Disabilities.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with SPD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.



27. Explain how data collection and the graphic display of data are used to make programming decisions.
28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with SPD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with Severe and Profound Disabilities.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.



63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.
65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Behavior, communication, sensory, and social issues in SPD (Specific Objectives 1, 2, and 3)
  - b. Basic Behavioral principles (Specific Objectives 4 and 5)
  - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
  - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
  - e. Teaching Social Skills (Specific Objectives 21 and 22)
  - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
  - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
  - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
  - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
  - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
  - k. Treatment Integrity (Specific Objectives 60 and 61)
  - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with SPD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)



11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

### **STRUCTURED INTERACTION ACTIVITY**

1. Conduct a preference assessment and reinforcer assessment with one of their students with SPD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with SPD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with SPD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

### **FOLLOW-UP**

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of

PBIP and IEP goals and benchmarks; e) behavior management in the classroom; f) reinforcers and stressors in SPD; g) sensory issues in SPD; h) characteristics and learning styles of SPD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Severe and Profound Disabilities Endorsement:  
Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication  
Systems**

**IDENTIFIER NUMBER: 3-100-501**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Severe and Profound Disabilities.

**SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with SPD.
2. Identify and describe various communication assessment tools used with SPD students.
3. Identify individual communication needs of students with SPD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with Severe and Profound Disabilities.
5. Identify appropriate assistive/instructional technology (ies) that can be used to assist students with SPD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology (ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as normal or abnormal using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with SPD.
16. Examine why student behavior is improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.

23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand that use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of tape recorders and computer software (assistive technology) to improve educational performance for students with SPD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with SPD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with SPD.
36. Give alternative visual strategies for a child with SPD that does not discriminate line drawings.
37. Evaluate the different communication functions of echolalia.
38. Describe the challenges of teaching students with SPD how to express their feelings.
39. Cite four names for apraxia and give possible reasons for the differences.

## ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Communication needs of students with SPD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
  - b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
  - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
  - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
  - e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
  - f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
  - g. Pragmatics (Specific Objectives 17 and 35)
  - h. Functions of communication (Specific Objectives 20, 23, 27, 37 and 38)
2. Complete a communication needs assessment for a student with SPD that has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)
4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)



5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 37)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for an SPD student to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with SPD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with SPD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

#### **STRUCTURED INTERACTION ACTIVITY**

2. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with SPD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
3. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
4. Research and critique 2 articles dealing with augmentative devices used with SPD students. (Specific Objectives 4 and 10) 2 hours
5. Research and critique 1 article dealing with the use of sign language for expressive/receptive communication with SPD students. (Specific Objective 31) 1 hour

#### **FOLLOW-UP**

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with SPD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

#### **EVALUATION:**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) communication needs of students on the Severe and Profound Disabilities spectrum; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor;  
and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities**

**IDENTIFIER NUMBER: 2-100-540**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with severe or profound disabilities.

**SPECIFIC OBJECTIVES:**

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with SPD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the Severe and Profound Disabilities spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with Severe and Profound Disabilities.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

**ACTIVITIES**

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
  - b. Inclusion (Specific Objectives 10 and 16)
  - c. Supporting play and leisure (Specific Objectives
  - d. Family support partnerships (Specific Objective 7)
  - e. School and community partnerships (Specific Objectives 6 and 18)
  - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with SPD, in the following settings: (Specific Objectives 1-18)

- a. Pre-kindergarten
  - b. Elementary school
  - c. Middle school
  - d. Senior high school
  - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

#### **STRUCTURED INTERACTION ACTIVITY (10 hours total)**

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of SPD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Severe and Profound Disabilities Add-on Endorsement program.

#### **FOLLOW-UP**

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

#### **EVALUATION**

**Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete a reflection for each of the five required observations in classrooms serving students with SPD, to include the following elements: a) learning characteristics of students on the Severe and Profound Disabilities spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use in-service credit earned though participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



# APPENDIX C

## FORMS

**FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT  
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME \_\_\_\_\_ SSN \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

I am planning to add Florida Severe or Profound Disabilities Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01793. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

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Please give a brief statement of your reason(s) for pursuing this endorsement.

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

*\*Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.



**VERIFICATION OF POINTS  
 APPLICABLE TOWARD ADD-ON CERTIFICATION  
 FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT (Form B)**

1. Name \_\_\_\_\_

2. School \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. Points on file: \_\_\_\_\_

- (1) \_\_\_\_\_ Nature and Needs, Assessment and Diagnosis  
(60 points minimum)
- (2) \_\_\_\_\_ Applied Behavior Analysis and Positive Behavior Supports for Students  
with Severe or Profound Disabilities  
(60 points minimum)
- (3) \_\_\_\_\_ Assistive/Instructional Technology and Natural/Alternative/Augmentative  
Communication Systems  
(60 points minimum)
- (4) \_\_\_\_\_ Field-Based Experience with Students with Severe or Profound  
Disabilities  
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required      240 Hours

FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT  
\_\_\_\_\_ COUNTY ENDORSEMENT  
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name \_\_\_\_\_

2. School \_\_\_\_\_ District \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Professional Development Director

*\*Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.



District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

**FLORIDA SEVERE OR PROFOUND DISABILITIES**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131  
Toll Free 1-877-873-7232

Recommended to the Gadsden District School Board on July 26, 2011

\_\_\_\_\_  
Superintendent

Recommended to the Gadsden District School Board on July 26, 2011

\_\_\_\_\_  
Chairman of the Board

**SUMMARY SHEET**

**RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA**

**AGENDA ITEM NO.** 8y

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEM:** ADD - ON ENDORSEMENT IN ESE - AUTISM

**DIVISION:** PERSONNEL/STAFF DEVELOPMENT

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

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

Add on Endorsement in the area of Florida Autism

Approval is needed in order for PAEC to be in compliance of the state's requirements.

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Dr. Pink Hightower

**POSITION:** Director of Personnel/Staff Development

---

**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 \_\_\_\_\_

This form is to be duplicated on light blue paper.

**REVIEWED BY:** \_\_\_\_\_



**INSERVICE PROGRAM**  
**FOR ADDING AN ENDORSEMENT IN**  
**ESE – Autism**  
**TO A FLORIDA EDUCATOR'S CERTIFICATE**

**Prepared By The**

**Panhandle Area Educational Consortium**  
**Professional Development Center**  
**753 West Boulevard**  
**Chipley, Florida 32428**  
**Phone (850) 638-6131**  
**Toll free: 1-877-USE-PAEC (873-7232)**

**Developed April 2011**



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**The Panhandle Area Educational Consortium  
ADD-ON ENDORSEMENT PROGRAM**

**K-12**

**Autism Endorsement**

**1. PROGRAM TITLE**

**Add-on Endorsement Program: Autism Endorsement**

**2. PROGRAM RATIONALE AND PURPOSE**

State Board Rule 6A.-4.01796, effective July 1, 2002, instituted the state-wide requirement that beginning **July 1, 2011**, instructors of students in kindergarten through grade 12 with more than 50 percent of their students identified as autistic will need to be certified in an exceptional student education area and have an endorsement in autism. This rule, 6A.-4.01796, FAC., Specialization Requirements for Endorsement in Autism - Academic Class, outlines the requirements for the endorsement in autism.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students on the autism spectrum. As of July 1, 2011, many personnel with years of successful experience in teaching students with autism will no longer be employable as in-field educators by virtue of not having an autism endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with autism. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in severe and profound disabilities, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Autism*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have severe or profound disabilities. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Autism Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in *Autism*, but will also allow additional opportunities for professional development for all personnel serving students with Autism.

*Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02, Revised 7-1-05.*



### 3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Endorsement. Each component has been developed in accordance with the requirements for the PAEC Master In-service Plan (MIP) and has been included in the PAEC Master In-service Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

#### SPECIALIZATION STUDIES

The professional education competencies specific to autism are addressed in the specialized courses that the Add-on for Autism Endorsement requires. The *Competencies for Teachers Seeking the Autism Endorsement* can be found in Appendix A.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

#### NATIONALLY RECOGNIZED GUIDELINES

A National Standards Report regarding competencies for personnel teaching students on the Autism Spectrum is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
4. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade County and The School District of Pasco County, as well as state-approved programs in the states of Virginia and California. The CARD Center has provided input and support for this program through consultation and offer of assistance for training. As research continues, and especially upon



release of the anticipated National Standards Report, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

## INSTRUCTIONAL DESIGN AND DELIVERY

### a. INSTRUCTIONAL STRAND

<b>Autism Endorsement: Nature, Assessment and Diagnosis</b>	<b>Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)</b>	<b>Autism Endorsement: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems</b>	<b>Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorders (ASD)</b>
1. Characteristics of ASD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 10. Treatment Integrity 11. Reduction Goals, Data Collection, and Graphic Analysis	1. Supporting Communicative and Language Competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication	1. Curriculum and Instruction/ Individualized Educational Services and Supports 2. Inclusion with typical peers 3. Supporting Play/Leisure and Imagination 4. Family Support and Partnerships 5. School and Community Partnerships 6. Professional Literacy and Leadership

#### Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with autism in their classrooms and to document their application as part of a comprehensive portfolio and in follow-up interactions on the PAEC ePDC.

#### TRAINING COMPONENTS

The required components for endorsement in Autism are:

PAEC Program for Endorsement in Autism

<b>Component #</b>	<b>Master Plan Points</b>	<b>Component Title</b>
2-103-540	60	Autism Endorsement: Nature and Needs, Assessment and Diagnosis
5-101-515	60	Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports
3-100-501	60	Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems
2-100-540	60	Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)

The inservice training components included in the Add-on Endorsement Program for Autism Endorsement have been developed as specified in the Master Inservice Plan. The inservice training components included in the Add-on Endorsement Program for Autism Endorsement are included in Appendix B.

### MATRIX

<b>Matrix of Autism Endorsement Program</b>			
<b>Competency Number*</b>	<b>Component Number</b>	<b>Specific Objective Number(s)</b>	<b>Method of Competency Demonstration</b>
	2-103-540	1, 2, 7 and 8	Research article summary
2a	2-103-540	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2a	2-103-540	36 and 36	Inclusion plan
2a	2-103-540	31	Classroom demonstration (discrete trial)
2a	2-103-540	28	Development of a community-based instruction activity
2a	2-103-540	33 and 34	Sketch of classroom structure with explanations
2a	2-103-540	9, 21 and 40	Portfolio entry (lesson plan)
2a	2-103-540	6	Development of visual schedule
2a, 2d	2-103-540	5, 6, 14, 16, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2a, 2d	2-103-540	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test
	5-101-515	6, 7, and 8	Completed preference and reinforcer assessments
2c	5-101-515	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2c	5-101-515	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2c	5-101-515	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2c	5-101-515	21 and 22	Classroom demonstration (social skills)
2c	5-101-515	23, 26 and 27	Classroom demonstration (data collection)
2c	5-101-515	24 and 25	Case Studies
2c	5-101-515	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2c	5-101-515	39, 52, 53, 54, 55,	



		56, 57, 58, 59, 62	Component test
2c	5-101-515	64 and 65	Graphing data
	3-100-501	3	Completed communication needs assessment
2b	3-100-501	2 and 4	Classroom demonstration (programming devices)
2b	3-100-501	4 and 10	Research and critique two articles on Augmentative devices
2b	3-100-501	31	Research and critique one article on the use of sign language
2b	3-100-501	4, 5, 6, 29	Integrate communication systems (lesson plan)
2b	3-100-501	6, 8 and 38	Classroom demonstration (identify types and functions of communication)
2b	3-100-501	11, 12, 22, 24, 25, 33	Create individual student schedules (initiating communication and 3-part exchange with peers)
2b	3-100-501	24, 25, and 33	Summary of completed reinforcement assessment for non-verbal student on the autism spectrum
2b	3-100-501	3 and 12	Summary paper
2b	3-100-501	5	Summary paper
2b	3-100-501	36	Summary paper or lesson plan
2b	3-100-501	6, 7, 16 and 28	Develop and present lesson plan for AT/Aug Comm integration across all content areas/subjects
2b	3-100-501	1, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 34, 35, 37, 38, 39, 40	Component test
	2-100-540	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	2-100-540	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the Autism Spectrum.
2e	2-100-540	17	Submit a completed Functional Behavioral Assessment and intervention plan for a student on the Autism Spectrum
2e	2-100-540	2-14 and 16	Submit an administrator's observation of instruction of a student on the Autism Spectrum

*\*See Appendix A for competencies*

### **COURSE INSTRUCTORS**

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the

PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

## **COMPLETION REQUIREMENTS**

### **A. PROGRAM COMPLETION**

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of inservice points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Master Inservice Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

### **B. COMPETENCY DEMONSTRATION**

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the follow-up responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

### **C. COMPETENCY VERIFICATION**

College and/or university coursework may be substituted for portions of the autism endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

## **PROGRAM EVALUATION**

### **A. EVALUATION PLAN**

The overall effectiveness of the Add-on Endorsement Program for Autism Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who



- wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
  3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

**B. DESCRIPTIVE DATA**

1. Number of teachers who are out-of-field in autism spectrum disorders.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

**C. CLIENT SATISFACTION DATA**

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

**D. SUPERVISORY EVALUATION DATA**

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.

**E. LOGISTICAL SUPPORT**

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Human Resource Development, Bureau of Teacher Education, Recruitment and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.



## **F. AN ANNUAL REVIEW**

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with the ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

## **MANAGEMENT**

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Autism Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

### **A. ADMISSION**

To be eligible for the Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Autism. Each participant must meet with the Professional Development Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Autism Endorsement.

### **B. ADVISEMENT**

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

### **C. ATTENDANCE**

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 60 hours per component.



#### **D. TRANSFER OF CREDIT**

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

Inservice credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Autism Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official Inservice Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

#### **E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE**

Successful completion of **at least** 300 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

#### **SCHOOL BOARD APPROVAL**

The School Board approval form is found in Appendix C.

## APPENDIX A

### Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and**
- (2) Twelve (12) semester hours to include credit in each of the following areas:**
  - (a) Nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and**
    1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
    2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
    3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
    4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
    5. Describe the decision-making process for determining a communication and/or language system(s).
    6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
    7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
    8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
    9. Design strategies for arranging the environment to promote:
      - opportunities to enhance communicative initiations and interactions;
      - opportunities for appropriate play and leisure activities
      - self-regulation and self-control;
      - direct instruction; and
      - the establishment of increasing independence in all areas of functioning.
    10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
    11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
  - (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;**
    1. Demonstrate understanding of communication characteristics and deficits of students with autism.
      - Limited communication;
      - Limited joint attention;
      - Communicative functions; and
      - Unconventional forms of communication.
    2. Design strategies for alternative methods of communication.



- Picture systems such as picture exchange communication system (PECS) and communication boards;
  - Symbol representation hierarchy; and
  - Literacy related supports.
3. Demonstrate understanding of different interventions for communication.
    - Traditional, to include verbal behavior and discrete trial training;
    - Naturalistic, to include incidental learning and pivotal response;
    - Social interventions, such as social stories and comic strip conversations; and
    - Engineering the environment.

**(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;**

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
  - Prevention of behaviors;
  - Replacement behaviors;
  - Changing responses; and
  - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
  - Social stories;
  - Functional communication;
  - Common misconceptions of behavior; and
  - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
  - Reinforcement;
  - Prompting
  - Shaping
  - Fading and
  - Task analysis.

**(d) Assessment and diagnosis of autism; and**

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
  - Characteristics for determining eligibility;
  - Autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview – Revised (ADI-R); and
  - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
  - Portfolio assessment;
  - Curriculum-based measurement (CBM) and assessment (CBA);
  - Data interpretation; and
  - Using assessment to determine present levels of performance.

**(e) Field-based experience with students with Autism Spectrum Disorders**

## APPENDIX B

**COMPONENT TITLE: Autism Endorsement: Nature and Needs, Assessment and Diagnosis**

**IDENTIFIER NUMBER: 2-103-540**

**NUMBER OF INSERVICE POINTS: 60**

### GENERAL OBJECTIVE

This component is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

### SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Autism Spectrum Disorders.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Autism, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Autism as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for autism per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Autism Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
15. Differentiate between standardized and non-standardized assessments.
16. Identify current evaluation instruments used in the diagnosis of autism, for example, GARS, CHAT-M, ADOS, ADI-R, CSBS, CARS).
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of autism.



18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an ASD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of autism.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with autism and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with autism, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with ASD.
34. Describe how to physically structure a self-contained autistic classroom.
35. Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
38. Differentiate between work systems used with high functioning/Aspergers students and those used with ASD students in self-contained classrooms.
39. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.
40. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students on the autism spectrum.



## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Characteristics of ASD (Specific Objectives 1,2, 3, and 7)
  - b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
  - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
  - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38, 39).
2. Review eligibility criteria for autism from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for ASD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
4. Given 2 psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
7. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an ASD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
8. Identify the role that the IEP team plays in determining appropriate program placement for students with ASD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
9. Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 40)
10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
11. Develop a community-based instruction activity for students with autism. (Specific Objective 28)
12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

## STRUCTURED INTERACTION ACTIVITY

1. Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
2. Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
3. Develop at home and share with the class a plan for accommodating a student with autism in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

## FOLLOW-UP

**Participants who will use inservice credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining autism; b) the characteristics of students on the autism spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical



development with that of students on the autism spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the autism spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the autism spectrum.

Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Autism Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use inservice credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

**COMPONENT TITLE: Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports**

**IDENTIFIER NUMBER: 5-101-515**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

**SPECIFIC OBJECTIVES**

1. Identify social and behavioral issues associated with autism spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with ASD.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with autism (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with autism.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with ASD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.
27. Explain how data collection and the graphic display of data are used to make programming decisions.



28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with ASD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with autism.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.
63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.



65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

## ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
  - a. Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1, 2, and 3)
  - b. Basic Behavioral principles (Specific Objectives 4 and 5)
  - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
  - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
  - e. Teaching Social Skills (Specific Objectives 21 and 22)
  - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
  - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
  - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
  - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
  - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
  - k. Treatment Integrity (Specific Objectives 60 and 61)
  - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with ASD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)



11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, and time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

### **STRUCTURED INTERACTION ACTIVITY**

1. Conduct a preference assessment and reinforcer assessment with one of their students with ASD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with ASD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with ASD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

### **FOLLOW-UP**

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

### **EVALUATION**

**Participants who will use inservice credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of PBIP and IEP goals and benchmarks; e) behavior management in the classroom;

- f) reinforcers and stressors in ASD; g) sensory issues in ASD; h) characteristics and learning styles of ASD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
  3. Complete any other assessment procedure required by the instructor(s).
  4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use inservice credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems**

**IDENTIFIER NUMBER: 3-100-501**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Autism Spectrum Disorder (ASD).

**SPECIFIC OBJECTIVES:**

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with ASD.
2. Identify and describe various communication assessment tools used with ASD students.
3. Identify individual communication needs of students with ASD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with autism.
5. Identify appropriate assistive/instructional technology (ies) that can be used to assist students with ASD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology (ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as normal or abnormal using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with ASD.
16. Examine why student behavior is improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.

23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand that use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of tape recorders and computer software (assistive technology) to improve educational performance for students with ASD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with ASD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with ASD.
36. Give alternative visual strategies for a child with ASD that does not discriminate line drawings.
37. Explain how difficulty with identifying and effectively using visual cues in the student's environment affects the ability of the student with ASD to get the intended meaning, and thus, act appropriately in social settings.
38. Evaluate the different communication functions of echolalia.
39. Describe the challenges of teaching students with ASD how to express their feelings.
40. Cite four names for apraxia and give possible reasons for the differences.

## ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Communication needs of students with ASD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
  - b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
  - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
  - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
  - e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
  - f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
  - g. Pragmatics (Specific Objectives 17 and 35)
  - h. Functions of communication (Specific Objectives 20, 23, 27, 38 and 39)
2. Complete a communication needs assessment for a student with ASD that has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)



4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)
5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 38)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for an ASD student to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with ASD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

#### **STRUCTURED INTERACTION ACTIVITY**

1. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with ASD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
2. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
3. Research and critique 2 articles dealing with augmentative devices used with ASD students. (Specific Objectives 4 and 10) 2 hours
4. Research and critique 1 article dealing with the use of sign language for expressive/receptive communication with ASD students. (Specific Objective 31) 1 hour

#### **FOLLOW-UP**

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with ASD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

#### **EVALUATION:**

**Participants who will use inservice credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete pretest and posttest on the following: a) communication needs of students on the autism spectrum; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use inservice credit earned through participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



**COMPONENT TITLE: Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)**

**IDENTIFIER NUMBER: 2-100-540**

**NUMBER OF INSERVICE POINTS: 60**

**GENERAL OBJECTIVE**

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD.

**SPECIFIC OBJECTIVES:**

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with ASD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the autism spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with autism.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

**ACTIVITIES**

1. Attend the instructor's lecture(s) and demonstration(s) on:
  - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
  - b. Inclusion (Specific Objectives 10 and 16)
  - c. Supporting play and leisure (Specific Objectives 7)
  - d. Family support partnerships (Specific Objective 7)
  - e. School and community partnerships (Specific Objectives 6 and 18)
  - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with ASD, in the following settings: (Specific Objectives 1-18)
  - a. Pre-kindergarten
  - b. Elementary school

- c. Middle school
  - d. Senior high school
  - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

**STRUCTURED INTERACTION ACTIVITY (10 hours total)**

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of ASD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Autism Add-on Endorsement program.

**FOLLOW-UP**

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

**EVALUATION**

**Participants who will use inservice credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:**

1. Complete a reflection for each of the five required observations in classrooms serving students with ASD, to include the following elements: a) learning characteristics of students on the autism spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

**Participants who will not use inservice credit earned though participation in this component to add the Autism endorsement to a certificate will:**

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.



# APPENDIX C

## FORMS

**FLORIDA AUTISM ENDORSEMENT  
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME \_\_\_\_\_ SSN \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_

I am planning to add Florida Autism Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01796. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please give a brief statement of your reason(s) for pursuing this endorsement.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

*\*Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.



**VERIFICATION OF POINTS  
 APPLICABLE TOWARD ADD-ON CERTIFICATION  
 FLORIDA AUTISM ENDORSEMENT (Form B)**

1. Name \_\_\_\_\_

2. School \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. Points on file: \_\_\_\_\_

- (1) \_\_\_\_\_ Nature and Needs, Assessment and Diagnosis  
(60 points minimum)
- (2) \_\_\_\_\_ Applied Behavior Analysis and Positive Behavior Supports for Students with ASD  
(60 points minimum)
- (3) \_\_\_\_\_ Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems  
(60 points minimum)
- (4) \_\_\_\_\_ Field-Based Experience with Students with Autism Spectrum Disorder (ASD)  
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the \_\_\_\_\_ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required      240 Hours

FOR \_\_\_\_\_ DISTRICT OFFICE of CERTIFICATION USE ONLY

Date \_\_\_\_\_ Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA AUTISM ENDORSEMENT  
\_\_\_\_\_  
COUNTY ENDORSEMENT  
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name \_\_\_\_\_

2. School \_\_\_\_\_ District \_\_\_\_\_

3. Social Security No. \_\_\_\_\_ 4. DOE No. \_\_\_\_\_

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved \_\_\_\_\_ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

\_\_\_\_\_  
FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved \_\_\_\_\_ No. Points Not Approved \_\_\_\_\_

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Professional Development Director

*\*Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.



District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

**FLORIDA AUTISM**

Professional Development Center  
Panhandle Area Educational Consortium  
753 West Boulevard  
Chipley, Florida 32428  
(850) 638-6131  
Toll Free 1-877-873-7232

Recommended to the Gadsden District School Board on July 26, 2011

\_\_\_\_\_  
Superintendent

Recommended to the Gadsden District School Board on July 26, 2011

\_\_\_\_\_  
Chairman of the Board

SUMMARY SHEET

2011 JUL 18 AM 11:02

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8z

DATE OF SCHOOL BOARD MEETING: 7/26/11

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start  
2011-2012 Refunding Application/Program  
Improvement Plan

*Submitter*

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

FUND SOURCE: Head Start

AMOUNT: \$2,028,014

PREPARED BY: Carolyn Harden *CA*

POSITION: Program Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

\_\_\_ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered 1, 5, 6 and Assurances Page  
7

This form is to be duplicated on light blue paper.

REVIEWED BY: Cathy L. Austin



**APPLICATION FOR  
FEDERAL ASSISTANCE**

		2. DATE SUBMITTED:	Applicant Identifier 04CH0241
1. TYPE OF SUBMISSION Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction	3. DATE RECEIVED BY STATE:	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY:	Federal Identifier 04CH0241 - 000
<b>5. APPLICANT INFORMATION</b>			
Legal Name: GADSDEN COUNTY SCHOOL DISTRICT		Organizational Unit: Department: HHS: Office of Head Start	
Organizational DUNS: 152811279		Division: HHS: Office of Head Start	
Address: Street: 500 West King Street		Name and telephone number of the person to be contacted on matters involving this application (give area code)	
City: Quincy		Prefix: Mrs.	Middle Name:
County: N/A		First Name: Carolyn	
State: FL Zip Code: 32351		Last Name: Harden	
Country: N/A		Suffix:	
6. EMPLOYER IDENTIFICATION NUMBER (EIN) 596000615		Phone Number (give area code) (850)627-3861	Fax Number (give area code) (850)875-8790
8. TYPE OF APPLICATION <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <input type="checkbox"/> <input type="checkbox"/> Other (specify)		7. TYPE OF APPLICANT (enter appropriate letter in box) <input checked="" type="checkbox"/> H Other (specify)	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 93.600 TITLE (Name of Program): Head Start / Early Head Start		9. NAME OF FEDERAL AGENCY: HHS / ACF / OHS	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States etc.): Gadsden County		11. DESCRIPTION TITLE OF APPLICANT'S PROJECT: 2011-2012 Gadsden County School Board Head Start Refunding Application	
13. PROPOSED PROJECT: Start Date: 12/01/2011 Ending Date: 11/30/2012		14. CONGRESSIONAL DISTRICTS OF: a. Applicant: 02 b. Project: 02	
15. ESTIMATED FUNDING		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$2,028,014	a. YES THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON	
b. Applicant	\$507,004	Date:	
c. State	\$0	b. NO <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372	
d. Local	\$0	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
e. Other	\$0	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?	
f. Program Income	\$0	<input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
g. Total	\$2,535,018		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED			
a. Authorized Representative			
Prefix: Mr.		First Name: Roger	Middle Name:
Last Name: Milton		Suffix:	
b. Title: Authorizing Official		c. Telephone number: (850)627-3861	
d. Signature of Authorized Representative:		e. Date Signed:	

GABI - SF424A Report

Grant / Delegate No: 04CH0241 / 000  
 Program Type: Head Start

Agency Name: Gadsden County School Board  
 Application Type: Basic

State: FL Fiscal Year: 2012 Budget Period: 12/01/2011 to 11/30/2012

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	\$0	\$0	\$2,001,472	\$507,004	\$2,508,476
2 TTA	93.600	\$0	\$0	\$26,542	\$0	\$26,542
3		\$0	\$0	\$0	\$0	\$0
4		\$0	\$0	\$0	\$0	\$0
5 Total (Sum of lines 1-4)		\$0	\$0	\$2,028,014	\$507,004	\$2,535,018
SECTION B - FEDERAL RESOURCES						
GRANT PROGRAM, FUNCTION, OR ACTIVITY						
6. Object Budget Categories	(1) Program Operation	(2) TTA	(3)	(4)	Total	
a. Personnel	\$1,318,732	\$0	\$0	\$0	\$1,318,732	
b. Fringe Benefits	\$375,735	\$0	\$0	\$0	\$375,735	
c. Travel	\$21,800	\$0	\$0	\$0	\$21,800	
d. Equipment	\$0	\$0	\$0	\$0	\$0	
e. Supplies	\$31,500	\$3,000	\$0	\$0	\$34,500	
f. Contractual	\$68,234	\$0	\$0	\$0	\$68,234	
g. Construction	\$0	\$0	\$0	\$0	\$0	
h. Other	\$123,617	\$23,542	\$0	\$0	\$147,159	
i. Total Direct Charges (sum of 6a - 6h)	\$1,939,618	\$26,542	\$0	\$0	\$1,966,160	
j. Indirect Costs	\$61,854	\$0	\$0	\$0	\$61,854	
k. Totals (sum of 6a - 6j)	\$2,001,472	\$26,542	\$0	\$0	\$2,028,014	
7. Program Income	\$0	\$0	\$0	\$0	\$0	

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July 14, 2011



GABI - SF424A Report

Grant / Delegate No: 04CH0241 / 000 Agency Name: Gadsden County School Board  
 Program Type: Head Start Application Type: Basic State: FL Fiscal Year: 2012 Budget Period: 12/01/2011 to 11/30/2012

**BUDGET INFORMATION - Non Construction Programs**

OMB Approval No. 0348-0044

SECTION C - NON-FEDERAL RESOURCES					
Grant Program (a)	Applicant (b)	State (c)	Other (d)	Total (e)	
8 NFS	\$507,004	\$0	\$0	\$507,004	
9	\$0	\$0	\$0	\$0	
10	\$0	\$0	\$0	\$0	
11	\$0	\$0	\$0	\$0	
12 Total (Sum of lines 8-11)	\$507,004	\$0	\$0	\$507,004	
SECTION D - FORECASTED CASH NEEDS					
Budget Category	Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13 Federal	\$2,028,014	\$507,004	\$507,004	\$507,004	\$507,002
14 Non-Federal	\$507,004	\$126,751	\$126,751	\$126,751	\$126,751
15 Total (Sum of lines 13-14)	\$2,535,018	\$633,755	\$633,755	\$633,755	\$633,753
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
Grant Program (a)	FUTURE FUNDING PERIODS (Years)				
	First (b)	Second (c)	Third (d)	Fourth (e)	
16 Program Operation	\$0	\$0	\$0	\$0	
17 TTA	\$0	\$0	\$0	\$0	
18	\$0	\$0	\$0	\$0	
19	\$0	\$0	\$0	\$0	
20 Total (Sum of lines 16-19)	\$0	\$0	\$0	\$0	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges: \$1,939,618	22. Indirect Charges: \$61,854				
23. Remarks:					

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**Gadsden County School Board Head Start/Pre-K Program  
Head Start Refunding Application/Program Improvement Plan  
School Board Approval  
2011-2012**

The Gadsden County School Board met and approved the 2011-2012 Head Start Refunding Application/Program Improvement Plan on the \_\_\_\_ day of July, 2011.

\_\_\_\_\_  
Roger Milton, Board Chairperson

\_\_\_\_\_  
Date



**Gadsden County School Board Head Start/Pre-K Program  
Head Start Refunding Application/Program Improvement Plan  
Policy Council Approval 2011-2012**

The Gadsden County Head Start/Pre-K Policy Council met and approved the 2011-2012 Head Start Refunding Application/Program Improvement Plan on the \_\_\_\_ day of July, 2011.

\_\_\_\_\_  
Jessica Jackson, Chairperson

\_\_\_\_\_  
Date

**Gadsden County School District (04CH0241)**  
**Head Start Program**  
**2011-2012 Employee Compensation Cap Assurance Statement**

“We have reviewed the requirement of the new Head Start Act, Section 653, that limits the compensation of Head Start staff. We certify that Head Start funds will not be used to pay any part of the compensation of any individual employed by a Head Start agency if that individual’s compensation exceeds the rate payable for Level II of the Executive Schedule (currently \$179,700). Furthermore, our agency does not employ any individuals whose pay exceeds the aforementioned salary cap.”

**SIGNATURE:** \_\_\_\_\_

**TITLE:** Board Chairperson

**DATE:** \_\_\_\_\_



**GADSDEN COUNTY HEAD START**  
**2011-12 REFUNDING APPLICATION**  
**FULL PROJECT DESCRIPTION**

**I. Objectives, Need for Assistance, and Geographical Area**

**A. Program Demographics:**

Gadsden County is a sparsely populated area, having approximately 47,560 residents. It is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capital. Gadsden County is mostly agricultural in nature. Its population is centered around four communities, with the largest being the county seat of Quincy. The other communities in order of size include Havana, Chattahoochee, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Despite the fact that Florida's population has increased over the years (making it the fourth largest state in the country), Gadsden County has only grown by an average of less than one percent per year over the past two decades. The county remains one of the least densely populated areas in the state, with an average of 92.2 people per square mile, compared to the state average of 267 people per square mile. As indicated in the 2000 Census, the population of Gadsden County was comprised of the follows: 57.7% African American, 39% Caucasian, and 6.2% Hispanic. Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2000 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. The Greensboro community has the largest population of Hispanics in the Gadsden County area.

Poverty is one of the most important correlates to poor maternal and child health and educational outcomes. According to 2007 data, Gadsden County's poverty rate is 25.4%. Data compiled from the University of South Florida Center for the Study of Children's Futures in 2006, indicated that there were 5,420 children living in Gadsden County between the ages of 0-5. It was estimated that 73% of these children were living at or below 150% of federal poverty. In addition, 59.2% of female-headed households with children under five lived in poverty. The poverty rate of female head-of-household is especially significant in light of the high rate of births to unmarried mothers in Gadsden County (41.2%). Medicaid eligibility is one common indicator of child poverty in any community. In Gadsden County, Medicaid enrollment for children ages birth to five, increased from 2,226 in 2002 (46%), to 2,391 in 2006.

Employment opportunities in Gadsden County are very limited. Agriculture remains central to Gadsden County's economy, with approximately 21% of employed residents working in the agricultural industry. Unemployment averages in 2011 were 9%, which was slightly lower than the state average of 10.8%, but these rates are falsely skewed by part-time agricultural labor employment during the tomato harvesting seasons. In addition, the majority of the employed population was employed in low-paying retail, manufacturing, or seasonal jobs.

The unemployment rate in Gadsden County has rapidly increased over the past several years due to the economic recession, and this has exacerbated due to the recent closing of several local industries in the county, including Quincy Farms, a global supplier of mushroom products, and the employer of more than 490 Gadsden County residents for nearly 30 years. The county has also felt the impact of State of Florida cutbacks, layoffs, and office closures. The community of Chattahoochee has been especially impacted by the privatization and subsequent layoffs at Florida State Hospital a local mental health facility that has been a major economic provider in the area, and a source of employment for residents in Gadsden County as a whole.

The challenges associated with children and families living in poverty are reflected in the educational outcomes of the county's students. High School graduation rate is determined by the percentage of students who enter high school as 9<sup>th</sup> graders, and then graduate 4 years later. In 2010, Gadsden County's high school graduation rate was 65%, as compared to the state average of 76%. This rate, although lower than the state average, is an increase from the graduation rate reported in previous years. In 2010-11, Gadsden County had a K-12 public school enrollment of 6,310. 82% of the students were African American, 2% were Caucasian, and 16% were Hispanic. This compared to the statewide composition of 45.9% Caucasian, 23.1% African American, 24.7% Hispanic, and 3.6% Multiracial, 2.4% Asian, and >1% American Indian. One of the highest correlates of positive educational outcomes for children is the educational level of the mother. Only 52% of the mothers in Gadsden County have completed education up to 11<sup>th</sup> grade.

The rate of illiteracy in Gadsden County is higher than the state average, with many citizens unable to read at a level which would allow them the opportunity to be successful in life. Even Start, Ameri-Corp, Florida A&M University, Tallahassee Community College, and the Gadsden County Public Library are a few of the organizations that are partnering with the Gadsden County School District and Head Start to address the literacy needs in our county.

In some instances, measures of student performance fall short of the state average. The Florida Comprehensive Assessment Test (FCAT) is a state-mandated test measuring skills in math, reading, writing, and science for public school students in grades 3 through 10. Since the implementation of the FCAT in 1999, Gadsden County students have previously fallen short of the state average. Due to the diligent efforts of the Gadsden County School System, and partnering agencies, the FCAT grades for the county have improved tremendously. For example, during the 2009-10 school term, 3<sup>rd</sup> grade FCAT scores in math reached a historic high of 71 (percentage points), as compared to 2008,



when the math score for 3<sup>rd</sup> graders was 65. Writing scores for 4<sup>th</sup> graders in Gadsden County increased significantly as well during this school term, from a score of 70 in 2008, to a score of 89 in 2009-10. Recent FCAT scores during the 2010-11 school term indicated that students in Gadsden County are on the move academically. There are currently 5 'A' schools in the county, as compared to previous years when there was only 1 'A' school. Due to the hard work of everyone from parents to administrators, there are currently no F schools in the Gadsden County school district.

### **In Summary:**

- Gadsden County is located in the Big Bend region of northwest Florida.
- Gadsden County is a rural county with a population of approximately 47,560.
- African Americans comprise a majority of the population in Gadsden County (57.7%).
- Gadsden county and the state of Florida both have an increasing Hispanic population.
- 25.4% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between age birth to five.
- 73% of the children in Gadsden County live at or below 150% Federal Poverty.
- Over 46% of the children age birth to five are receiving Medicaid.
- In 2011, the unemployment rate in Gadsden County was 9%, slightly lower than the state average of 10.8%. This number continues to increase, due to the economic recession, and the closing of many local factories.
- The High School graduation rate in Gadsden County is 65% and continues to improve.
- Gadsden County has one of the highest drop-out rates in the state of Florida.
- The rate of illiteracy in Gadsden County is higher than the state average.
- FCAT scores in Gadsden County have improved tremendously over the past several years.
- Local agencies are partnering with Gadsden County Schools to address literacy and other educational issues.
- The percentage of unmarried mothers in Gadsden County is 41.2%.

### **B. Local Services for Children Birth to Five:**

Since 1985, the Gadsden County School Board has been the Grantee for the Gadsden County Head Start Program. This program is currently funded to serve 259 children, and has 7 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. Even though the Gadsden County School Board no longer contracts with private child care providers, the School District has made full day services available to families who need it. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). Comprehensive services such as vision, hearing, and developmental screenings are provided to children enrolled in the Head Start

Program. Transportation is provided for the school-based programs, however, parents must provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program was funded to provide an Early Head Start program for Gadsden County. FSU Early Head Start has a combined enrollment of 68 infants, toddlers, or women who are pregnant. The program operates two service options. The grantee directly operates the home-based option, offering weekly home visits and biweekly group socialization, as well as the center-based option, which provides enrollment slots for full-day, year-round child care for infants and toddlers of working parents. The goals of the program are to improve the developmental outcomes for children, enhance the ability of parents to raise their children, and increase opportunities for family self-sufficiency.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2010-11, 34 children in Head Start (11%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities. The Head Start Disability Coordinator attends staffings, monthly transition meetings, and works closely with the Pre-k ESE Specialist, who is housed at the same site as the Head Start office, allowing for easier communication.

Gadsden County's state-funded Voluntary Pre-kindergarten Program (VPK) makes Pre-kindergarten services available to all age eligible four-year-old children. Although the Head Start Program is currently funded to serve 259 children, the VPK program enabled Head Start to serve 23 additional children during the 2010-11 school term.

Redlands Christian Migrant Association (RCMA) operates a migrant Head Start program in Greensboro, FL. The Panhandle Area Education Cooperative (PAEC) operates a migrant program for school-aged migrant children and adults. Approximately 38 Hispanic families were enrolled in Gadsden County's Head Start Pre-kindergarten program during the 2010-11 school year.

The Gadsden County Early Learning Coalition is the state-sanctioned organization in the county, which coordinates publicly funded state and local preschool programs, including the federal subsidized child care program. The Coalition serves children in center-based group care settings, public school pre-kindergarten programs, and family child-care homes. The Early Learning Coalition is managed by The Agency for Workforce Innovation.

The Early Steps Early Intervention Program provides disability services to infants and toddlers under age three. The presenting problems of these children included developmental delays, speech and language delays, and conditions related to prematurity. Statewide, referrals to Early Steps come from hospital Neonatal Intensive Care Units, private doctors, and community agencies such as Early Head Start, Healthy Families, and



Healthy Start. Statewide, referrals from a parent or family member are the most common referral sources. This holds true for Gadsden County as well. Gadsden County referral sources also include Child Find and private care providers.

The Dick Howser Center serves infants and toddlers with disabilities. This center also contracts preschool slots with the Early Head Start programs.

There are three programs in Gadsden County which offer home visiting service options, primarily targeting pregnant women and families with infants and/or toddlers. These include Healthy Start, Healthy Families Gadsden, and Early Head Start. Deliberate steps have been taken by these agencies to assure that services are not duplicated and that maximum use is made of available resources. These programs have formed the Gadsden County Home-Visiting Partnership. Healthy Start provides preliminary screening and referrals. Once referred, Healthy Families Gadsden provides family assessments that ensure that families are matched with the home-visiting program that best fits their needs. Healthy Families Gadsden serves pregnant women, infants and families at risk of abusing or neglecting their children.

Child Find provides screening for children who are suspected of having a developmental delay or handicapping condition. This service used to be provided by a regional education arrangement, but was transferred to the special education department of the school district during the 2003-04 school term.

When it comes to group care for infants and toddlers, quality services in Gadsden County are very limited. Due to the closing of several local child care centers, only 25% of the county's child care centers offer care for infants under age 12 months. Of the providers that do provide care for young infants, the quality of that care for many of these centers is minimal. The lack of quality at many centers is due to limited funding available for facilities, equipment and materials.

### **In Summary:**

- The Gadsden County School District is funded to serve 259 three and four year old children.
- The Gadsden County School District provides full day services to families who need it.
- FSU Early Head Start serves a combination of 68 infants, toddlers, or women who are pregnant.
- Head Start and Early Head Start provide services to children with special needs.
- Head Start works closely with the District's ESE Department to serve all eligible children.
- The Voluntary Pre-kindergarten Program is available for all eligible 4 year olds
- RCMA and PAEC provide migrant education services to Hispanic children and families in Gadsden County.
- Early Steps provides disability services to infants and toddlers under age 3.

- The Dick Howser Center serves infants and toddlers with disabilities, and contracts Preschool slots with Early Head Start.
- Healthy Start, Healthy Families Gadsden, and Early Head Start provide home - visiting services.
- Child Find provides screening for children suspected of having a developmental or handicapping condition.
- Only 25% of Gadsden County's child care centers offer care for infants under age 12 months.
- Quality child care services are limited in Gadsden County due to lack of funds.

### **C. Parent/Family Services**

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. A Parent Involvement Coordinator is employed with the Head Start Program, and works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings. The Parent Involvement Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in. The Parent Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system. The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of nutrition, health, safety, mental health, child development, school attendance, etc. It also contains a listing of local community resources.

The Early Head Start Program, which is also located in Gadsden County, has strong family support services as well. The home-visiting component of the program places



great emphasis on empowering families to become self-sufficient. They work to link expectant women and families with infants/toddlers to the necessary service providers. These services might include prenatal care, breastfeeding and childbirth education, family planning, parenting skills, maternal health and personal development, infant health and development, and community resources for education, job training, and employment services.

Gadsden County Health Department is funded through state and federal sources, and provides prenatal care, Healthy Start services, WIC, immunizations, dental services, well-baby check-ups, and Medicaid Early Periodic Screening, Diagnosis, and Treatment.

Refuge House is a non-profit community based organization that provides services to victims of domestic violence and their families. It offers a safe shelter for battered women and their children and individual and group counseling. Refuge House is a very visible agency in the Gadsden County Community, providing domestic violence education and support to the families in the county.

Woman-to-Woman is a federally funded program which aims to reduce infant mortality by offering peer group support services for pregnant women and mothers of children under two years of age. The program draws on women in the community to contact other women who live in remote locations or who are isolated for various reasons. The program is an outreach resource for the Head Start Program, as well as other community-based agencies as they attempt to educate families about available resources and programs.

Healthy Start is administered through the Gadsden county Health Department, and provides parenting support for pregnant women and new mothers, as well as other services such as childbirth education, mental health counseling, and breastfeeding education. Many Head Start parents have also been Healthy Start participants.

Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect. They are located in the same office as the Early Head Start Program, which facilitates communication and joint parent training.

Gadsden County Cooperative Extension Services serves families through parenting classes with information about child development, nutrition, food preparation, home safety, and money management. The agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council. The Office also partners with the Health Department (WIC) to provide nutrition education to participants of the Head Start Program. In addition to serving on the Policy Council, staff from the Extension Office also serve on the Head Start Health Services Advisory Committee.

Florida Department of Children and Families is the state agency responsible for child protective investigations, developmental services, foster care, and public assistance programs including food stamps. Linkages between Head Start and the services offered through this agency are mainly through referrals and child abuse trainings.

Redlands Christian Migrant Association (RCMA) is a child-care program, which places special emphasis on addressing issues of migrant farm worker families. Special emphasis is placed on developing parents as advocates and decision-makers for their own children. They also act as a linkage with local agencies to assist parents in meeting the needs of their families. RCMA has been a vital part of Gadsden County's early childhood programs. We are sad to say that as of September 30, 2011, RCMA will be closing.

The Gadsden County Whole Child Project is made up of members from various local service agencies, which includes the Head Start Program. Through the council, all agency staff are able to keep informed of local community agencies, their services, and the process whereby these services may be accessed.

Big Bend Transportation is a public transportation system in Gadsden County. It is mainly accessed by Medicaid recipients because these transportation services are very expensive for non-Medicaid recipients. This is a very valuable resource because it enables families to travel to medical appointment, and to other agencies in and around Gadsden County that might otherwise be inaccessible.

Gadsden Express is a new transit system in Gadsden County. It was made possible through a partnership between Gadsden County, Commuter Services of North Florida, Star Metro, and the Florida Department of Transportation. Gadsden Express provides very inexpensive weekday express services to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Plaza (Transfer Station) in Tallahassee. The fee of only \$1.00 (one way fare), makes this a very affordable form of transportation for many Head Start families.

### **In Summary:**

- Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system.
- A Head Start Parent Coordinator works closely with parents by providing trainings and encouraging them to be active in their community.
- Male Involvement is strongly encouraged in the Head Start Program, and is an integral part of the services and trainings provided to families throughout the year.
- Head Start Family Services Staff provides home visits and support services to families.
- The Early Head Start Program also has strong family support services.
- Gadsden County Health Department provides family services such as prenatal care, immunizations, dental care, well-baby check-ups, and Medicaid EPSDT.
- Refuge House provides domestic violence services and counseling, as well as a safe shelter for battered women.
- Woman-to-Woman provides peer group support and outreach services for pregnant women and mothers.



- Healthy Start provides education and support for pregnant women and new mothers.
- Healthy Families-Gadsden provides home visitation services to families at risk of abuse or neglect.
- Gadsden County Cooperative Extension Services provides parenting classes such as child development, nutrition, food preparation, home safety, and money management.
- The Cooperative Extension agency's Family and Consumer Coordinator serves on the Early Head Start and Head Start Policy Council.
- Cooperative Extension Staff serve on the Head Start Health Advisory Committee.
- Florida Department of Children and Families is responsible for child protection, developmental and foster care services, and public assistance programs.
- RCMA addresses issues of migrant farm workers and their families. RCMA will be closing its center on September 30, 2011.
- The Gadsden County Whole Child Project is a sharing and support network, consisting of local agency providers.
- Big Bend Transportation is a public transportation system in Gadsden County.
- Gadsden Express is a new transit service that provides inexpensive transportation to and from Quincy, Midway, Tallahassee Community College, and the C.K. Steele Transfer Station.

#### **D. Health Services:**

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, parent and staff education and trainings, and collaboration with agency providers.

There are many health challenges in Gadsden County, which makes collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a Medically Under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. For example, the (newly opened) dental clinic, housed at the Gadsden County Health Department is the only Medicaid dental provider in the county to serve young children. This makes it necessary for Head Start children and families to travel outside of the county in order to receive dental services. This also affects cost for services since many of the providers outside of the county do not accept Medicaid. The Gadsden County Health Department does provide some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, and well baby check-ups. As a result of these limitations, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, support, and guidance, many of these agency providers are recruited to serve on the Health Services Advisory Committee.

The local hospital has recently re-opened after being closed for over 5 years. This recent re-opening now allows local families access to urgent medical care and hospitalization

within their county. Prior to this, residents had to be transported to Tallahassee for emergency services.

Diabetes and excessive weight present significant health risks in Gadsden County. Diabetes ranked second in the list of the community's health problems. These statistics have tremendous implications for the Head Start and Early Head Start programs in the county, and both programs place high emphasis on exercise and nutrition education for their families. Head Start works closely with the WIC office and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. In 2008-09, 96% of all children statewide had the required immunizations at kindergarten entry. For Gadsden County's public and private schools, 99% were immunized at kindergarten entry. This was among the highest immunization rates in the state of Florida.

Gadsden County ranks among the highest in the state in infant mortality, making only minimal improvement over the past several years. The infant mortality rate decreased from 13.5% in 2005, (per thousand live births) to 13.2% (per thousand live births) in 2007.

### **In Summary:**

- Head Start staff and area health services providers work closely to assure health services are provided to families.
- Health challenges in Gadsden County make collaboration critical.
- Gadsden County has been designated a Medically Under-served Area by the Federal Government.
- There is a critical shortage of health care providers in Gadsden County.
- The local hospital in Gadsden County has recently re-opened, making local urgent care and hospitalization possible.
- Medicaid providers for dental care for young children in the area are very limited.
- The Gadsden County Health Department provides some family/child services such as prenatal care, Medicaid EPSDT, health education, WIC, immunizations, dental services, and well baby check-ups.
  
- Strong collaboration between Head Start and community agencies makes it possible to access critical medical screenings and treatment for Head Start families.
- Diabetes and excessive weight present significant health risks in Gadsden County.



- The Head Start Program places great emphasis on exercise and nutrition education for children and families.
- Head Start works closely with the WIC program and the local Cooperative Extension Office to assure that parents receive nutrition education.
- Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers.
- Infant mortality rates in Gadsden County have decreased only minimally over the past several years.

**E. How the findings of the Community Assessment were used to help reach decisions in the six areas listed in 45CFR 1305.3(c):**

- The findings were used to determine the program's philosophy, short-range and long-range program objectives.
- The following Mission and Goals are descriptive of the philosophy and short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council cooperatively developed the statements.

**Mission Statement**

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

**Overall Goal**

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

• **Type of Service and Program**

The Gadsden County Head Start Program is a center-based option serving three and four year old children. The program operates at seven elementary schools and two community sites (Midway and Quincy) for 180 days per year.

- **Recruitment Area of the Program**

The recruitment area of the Gadsden County Head Start Program encompasses all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county.

- **Gadsden County Head Start has no Delegate Agencies.**

- **Location of Centers**

Head Start centers are located throughout the county at seven elementary schools, the Midway site and the Quincy site. Locations are: Quincy (George W. Munroe, Community Site, and Stewart Street), Gretna, St. John, Chattahoochee, Havana, and Midway.

*See Attachment Number III for Location Map*

- **Criteria that defines the type of children and families who will be given priority for recruitment and selection**

An eligibility priority criteria checklist has been developed for the Gadsden County Head Start/Pre-K Program in order to ensure that children with the greatest need are placed first. It should be noted that the Gadsden County School District provided preschool services through three different funding sources: Head Start, Title 1, and Exceptional Student Education. The Gadsden County School Board is also a provider of Voluntary Pre-kindergarten (VPK) services.

*See Attachment Number IV for Placement Criteria*



## **II. Program Approach and Results or Benefits Expected**

\*There have been no major changes in the program or goals since the last Refunding Application was submitted.

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plan.

### **A. Program Goals, Approach, and Action Steps:**

#### **(1) Child Development**

Goal A:

By the end of the 2012 school term, 80% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all domains of the LAP-3 assessment. Schools will annually demonstrate progress towards meeting this goal.

Goal B:

By the beginning of the 2012 school year, 80% or more of the students assessed will demonstrate proficiency on all areas of the kindergarten readiness assessment. Schools will annually demonstrate progress towards meeting this goal.

Action Steps for Goals A and B:

Reading:

- Use a curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments to guide instruction and measure student progress.
- Use a wide range of reading materials representing diverse cultures, genres, ability levels, and interests.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.

Mathematics:

- Use a curriculum that encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.

Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum—for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

**(2) Family and Community Involvement**

Goal A:

By the end of the 2012 school term, 85% or more of the parents and community members will perceive the Head Start/Pre-K program to be a place that encourages active



participation in the learning process. The Head Start/Pre-K program will demonstrate annual progress towards this goal.

Goal B:

By the end of the 2012 school term, at least 75% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Interagency Council, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

**(3) Transportation**

Goal A:

By the end of the 2012 school term, all Gadsden County school buses will be equipped to transport 3 and 4-year-old children in compliance with federal regulations.

Goal B:

By the end of the 2012 school year, all Head Start/Pre-K students in Gadsden County Schools will become more aware of the fundamentals of school bus safety.

Action Steps for Goals A and B:

- Obtain necessary funding to properly equip buses.
- Provide staff development for bus drivers and monitors on school bus safety.
- Provide school bus drivers with emergency information/pictures of all Head Start/Pre-K children.
- Teachers will conduct regular bus safety activities in classrooms.
- Provide parents with bus safety information.

#### **(4) Customer-Focused and Friendly Schools**

Goal A:

By the end of the 2012 school year, 90% or more of students, parents, and community members will perceive the Head Start/Pre-K program to be customer-focused and friendly.

Goal B:

By the end of the 2012 school year, 90% of the Head Start/Pre-K employees will perceive the program's environment to be supportive, customer-focused and friendly.

Action Steps for Goals A and B:

- Gain as much employee input as possible when making decisions that will directly effect the employee.
- Provide employees with information first, so as to minimize their receiving information on a second and third-hand basis.
- Provide employees with a safe, friendly working environment.
- Enhance employee morale through recognitions and other activities in an open-communication atmosphere.
- Enhance and strengthen parent, business, community, and employee relationships through recognitions at various school and district-level functions.
- Provide employees with resources and materials necessary to perform job duties effectively.
- Maintain an "open-door" policy for the public and employees.



- Provide a line of communication through web sites to allow employees and the public a simple and friendly way to ask questions, receive answers, and obtain other information.
- Form and maintain community partnerships in order to foster a long-term working relationship.

## **B. Benefits**

1. Increased emphasis on child development, the LAP-3 domains, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.
2. Emphasis on family and community involvement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community involvement will also ensure that parent's educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on transportation regulations and student education relative to bus safety practices will ensure that the Head Start/Pre-K program is providing safe and orderly transportation services to all eligible students. It will also ensure that best practices are used to meet this standard, and that leadership and professional development are an integral part of this process.
4. Increased emphasis on customer-focused and friendly schools will ensure that parents and community members feel welcomed in the school environment, and thereby, increase their participation and support of the students. It also ensures student success by increasing participation, volunteerism, and support of the overall school experience.

**Risk Management Actions: N/A**

The Risk Management meeting was held on May 11, 2011. Participants included:

*(Regional Office)*

Misty Montier (Program Specialist)

Fred Shelton (Fiscal Operations Specialist)

*(Grantee Participants)*

Carolyn Harden (Head Start Director)

Jessica Jackson (Policy Council Chairperson)

Linda Turrall (Health Coordinator)

Brenda Hardwick (Family and Community Partnerships Coordinator)

Mary Williams (Parent Involvement Coordinator)

Gloria McPherson (Education Coordinator)

Joanette Thomas (Fiscal Assistant)

There were no Actions Steps required or developed as a result of the Risk Management Meeting.

**1. Program Strengths (as outlined during the Risk Management Meeting):**

- Strong support from School Board Superintendent and Board Members
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Implementation of new curriculum (Imagine It and DLM)
- Opportunity to participate in the State Department of Education's Fresh Fruit and Vegetables Program (which will provide snacks to children)
- Child Plus Database being utilized by all staff
- New dental provider in the community
- New transportation system in the community (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Strong Policy Council and Male Involvement participation
- Head Start Staff continuing to pursue educational goals
- Head Start Staff attending Conversational Spanish Class
- School Health Clinics located at all school sites
- Implementation of the CLASS system
- Resource teachers to serve as mentor teachers in the classroom
- Participation in county-wide monthly transition meetings
- Three major universities in neighboring county



- Relationship with the Early Learning Coalition of the Big Bend
- Bilingual Office Staff
- Strong communication between staff and families
- Full-time Fiscal Assistant works with District Comptroller

## **2. Plans for Sustainability**

- Use the Head Start Road Map to Excellence as a program guide for monitoring and developing goals
- Continue to support technological updates and upgrades
- Ensure that all children and staff are healthy and safe in the Head Start Program
- Continue to maintain strong community partnerships with agencies that support Head Start's mission
- Continue to use the Community Assessment, Self-Assessment, and Ongoing Monitoring tools to address the current issues in the Head Start Program.
- Ensure that Program Performance Standards are followed
- Offer Spanish classes for all staff and teachers
- Ensure that Fiscal Component is sound
- Continue to promote benefits of the Head Start Program in the community
- Complete triennial Program Review with no findings
- Encourage staff to continue educational goals
- Professional Development for all staff

**Budget Appropriateness and Reasonability:**

The Gadsden County School district's employees will receive a step in salary for the 2011-12 school term. This salary increase will be reflected in the 2011-12 budget for Head Start staff. A wage comparability study was completed during the 2010-2011 school year. The results of the study confirmed that all Head Start salaries were comparable to other salaries in surrounding counties.

The retirement rate will be 6.02%. This is a rate decrease of 4.75% from the 2010-11 rate. The Social Security rate will remain the same as it was for the 2010-11 school term, 7.65%. There will be an increase in the health insurance premium for the 2011-12 school term. This increase will be reflected in the Head Start refunding application budget.

The Early Learning Coalition will continue to oversee the state funded Voluntary Prekindergarten Program (VPK). The Coalition will partner with the Gadsden County Head Start Program to ensure that all four year old Head Start children are given the opportunity to participate in the VPK program. Through this partnership, the Head Start Program will be able to serve 43 additional three and four year old children during the 2011-12 school term. All salaries and benefits for teaching staff serving these additional children will be paid from state Voluntary Prekindergarten funds.



**HEAD START REFUNDING APPLICATION  
2011-2012  
BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

*Program Management*

<b>Position</b>	<b>Annual Salary</b>	<b>Salary ACF Share</b>	<b>% Time Worked ACF Grant</b>	<b># of Days Worked</b>
<b>(1) Health/Nutrition Mental Health</b>	\$45,417	\$45,417	100%	219 days
<b>(1) Education/Disability Coordinator</b>	\$44,578	\$37,891	85%	219 days
<b>(4) Resource Teachers</b>	\$165,234	\$106,115	85%	196 Days

*Classroom Staff*

<b>(16) Teachers</b>	\$572,766	\$475,296	100%	196 days
<b>(17) Teacher Assistants</b>	\$306,250	\$252,785	100%	196 days

*Other Staff*

<b>(1) Program Assistant</b>	\$28,908	\$28,908	100%	219 days
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Family and Community Partnerships

*Program Management*

<b>(1) Parent Involvement Coordinator</b>	\$44,739	\$38,028	100%	(1) 219 days
<b>(1) Family Services Coordinator</b>	\$45,626	\$45,626	100%	(1) 219 days

*Other Staff*

(1) Social Worker (5) Program Assistants	\$163,719	\$163,719	100%	(1) 219 days 1 @ 245 days 4 @ 196 days
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Program Design and Management

*Head Start Director*

Head Start Director	\$64,082	\$32,041	\$100%	245 days
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*Clerical Staff*

(1) Secretary (1) Receptionist	\$60,039	\$51,033	85%	245 days
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*Other Personnel*

Fiscal Assistant	\$43,000	0	100%	245 days
3 Bus Monitors	\$20,291	\$20,291	100%	196 days
1 Custodian	\$21,582	\$21,582	100%	219 days

TOTAL PERSONNEL: \$1,318,732

B. Fringe Benefits

Item	Base	Amount
.0765 Social Security	\$1,318,732	\$100,883
.0602 Retirement	\$1,318,732	\$79,388
Workman's Comp.		\$22,500
Health/Dental/Life		\$172,964

TOTAL FRINGE BENEFITS: \$375,735

TOTAL= SALARIES & FRINGE = \$1,694,467



C. Travel

No. of Trips	Destination	Length of Stay	Purpose	Staff Positions	Cost
1	TBA	3 days	Florida Head Start Leadership Conference	Board Members, Director & Coordinators	\$3,200
1	Daytona Beach, FL	4 days	FL Head Start	All Staff	\$4,800
1	TBA	4 days	National Head Start	All Staff	\$6,400
1	Atlanta, GA	4 days	Region IV Head Start Conference	Director, Coordinators and Board Members	\$4,500
1	Tampa, FL	4 days	One Goal Summer Conference	Director, Staff	\$2,900

TOTAL TRAVEL: \$21,800

D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$16,500
Classroom Supplies (books, software, cleaning supplies and curriculum and technology updates)	\$15,000

TOTAL SUPPLIES: \$31,500

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/11-11/30/12	\$10,000
Speech Pathologist	Hearing Screenings/Speech Therapy	12/01/11-11/30/12	\$2,139
Williams Scotsman	Lease 2 Portables	12/01/11-11/30/12	\$8,400
Food Service	Adult Meals, Snacks Registered Dietician	12/01/11-11/30/12	\$20,500
TBD	Playground Maintenance	12/01/11-11/30/12	\$12,000

<b>TBD</b>	<b>Technology (Installation and Updates)</b>	<b>12/01/11-11/30/12</b>	<b>\$4,500</b>
<b>TBD</b>	<b>Interpretation Services</b>	<b>12/01/11-11/30/12</b>	<b>\$5,000</b>
<b>Florida Head Start Association</b>	<b>Agency Dues</b>	<b>12/01/11-11/30/12</b>	<b>\$1,295</b>
<b>TBD</b>	<b>Consultant: Program Compliance</b>	<b>12/01/11-11/30/12</b>	<b>\$4,400</b>

TOTAL CONTRACTUAL: \$68,234

F. Other Expenses

<b>Building Maintenance Repairs</b>	<b>Phone</b>	<b>Local Travel (home visits, local meetings and events, travel to centers)</b>	<b>Substitutes</b>	<b>Parent Services – Supplies, Travel and Training (Center Committees, Policy Council and Male Involvement)</b>	<b>Printing Advertisement (activity calendars, parent handbook, resource flyers, program brochures and program forms)</b>	<b>Other (Field Trips for the children)</b>	<b>Training &amp; Staff Development</b>
<b>\$5,800</b>	<b>\$6,200</b>	<b>\$32,000</b>	<b>\$27,000</b>	<b>\$16,000</b>	<b>\$12,117</b>	<b>\$17,500</b>	<b>\$7,000</b>

TOTAL OTHER EXPENSES: \$123,617

H. Indirect Cost

\$2,028,014 x 3.05

TOTAL INDIRECT COST - \$61,854

**TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,001,472**

**TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE)- \$26,542**

**TOTAL BUDGET - \$2,028,014**



**In-Kind Matching Funds**

**2011-2012**

**In-Kind Provided by the Gadsden County School Board**

**Personnel**

**Program Design and Management:**

**Salaries/Benefits**

*School Site Administrators	\$64,271.00
*School Site Data Entry	\$ 9,114.00
*School Site Clerical Support	\$11,771.00
*School Site Janitorial Services	\$10,967.00

**Total Personnel** **\$96,123.00**

**Contractual**

**Travel**

*Children's Transportation	\$103,154.00
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**Total Travel** **\$103,154.00**

**Other Expenses**

**Rent**

Office Space	
*5000 square ft, @ \$13 per square ft. per year	<b>\$65,000.00</b>
Classroom Space	
*7 Classrooms @ 765 square ft. each @ \$12 per Square ft.	<b>\$64,260.00</b>
*2 Portable Units @ \$5,940 per year each	<b>\$11,880.00</b>
*1 Parent Resource Portable Unit @ \$5,940 per year	<b>\$ 5,940.00</b>

*1 Teacher Resource Portable Unit @ \$940.00 per year	\$ 940.00
<b>Utilities</b>	
*Head Start Office for 12 months	\$43,365.00
*12 Classrooms @ \$200.00 per month for 10 months	\$24,000.00
*Speech Therapy	\$16,832.00
<b>Volunteers</b>	
*800 Hours @ \$7.50 per hour	\$ 6,000.00
<b>Total Other Expenses</b>	<b>\$238,217.00</b>
<b>TOTAL FROM GADSDEN COUNTY SCHOOL BOARD</b>	<b>\$437,494.00</b>
<b>STATE FUNDS</b>	
<b>Voluntary PreKindergarten (VPK)</b>	
<b>Personnel:</b>	
<b><u>Program Design and Management Personnel:</u></b>	
Salaries/Benefits:	
Fiscal Assistant	\$ 39,353.00
Head Start Director	\$ 30,157.00
Total from VPK:	\$ 69,510.00
<b>TOTAL IN-KIND MATCHING FUNDS</b>	<b>\$507,004.00</b>
<b>Additional In-Kind Funds From Voluntary PreKindergarten Program (VPK)</b>	
<b><u>Child Health and Developmental Services Personnel</u></b>	
Salaries/Benefits:	
Teachers/Paraprofessionals	



Salaries:	\$150,880.00
Benefits:	\$ 24,240.00
<b>Total:</b>	<b>\$175,020.00</b>

**Family and Community Partnerships Personnel:**

Salaries/Benefits:

Parent Involvement Coordinator	\$ 6,868.00
Salaries:	\$ 6,868.00
Benefits:	\$ 1,717.00
<b>Total:</b>	<b>\$ 8,585.00</b>

**Program Design and Management Personnel:**

Salaries/Benefits:

Receptionist/Administrative Assistant

Salaries:	\$ 9,126.00
Benefits:	\$ 1,460.00
<b>TOTAL:</b>	<b>\$ 10,586.00</b>
<b>TOTAL PERSONNEL:</b>	<b>\$194,191.00</b>

## **Gadsden County School Board Head Start Program**

**Grant # 04CH0241**

**Funding Year: 2011-12**

### **T/TA Plan Narrative**

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan we have engaged the services of our assigned Program Specialist, Misty Montier, via e-mail. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

#### ***Preparation***

The Gadsden County School Board Head Start Program began the initial process for developing the 2011-12 Training and Technical Assistance Plan during the spring of 2011. The T/TA Plan was developed with the assistance of the Head Start Management Team, the Pre-K Program Director, and the Program Specialist. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Program Improvement Plan, Office of Head Start Monitoring Protocol, PIR data, Auditor General's Report, Community Assessment, and Parent/Staff Surveys.

#### ***Comprehensive Self Analysis***

After reviewing such documents as the Self-Assessment, Program Improvement Plan, Community Assessment, Child Outcome Data etc., the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile, prioritizing needs, and completing the Appreciative Inquiry. For example, childhood obesity continues to not only be a national concern, but also a major health concern in Gadsden County. The need to educate parents on healthy eating habits and the importance of exercise was identified during the Self-Assessment process. Obesity related health conditions were also identified during the Community Assessment. As a result, training and education in this area was subsequently included in the Program Improvement Plan and Training Plan. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any trainings that needed to be incorporated into the current Plan. For



example, the Head Start Program saw the need to continue training of School Board Members and District Staff on the Head Start Standards and Regulations. This was, therefore, incorporated into the 2011-12 Training Plan. Although this was addressed in the prior year's Training Plan, it will continue to be an area of focus in the current Plan as well.

### ***Systems-Focused Goal Development***

The Office of Head Start Monitoring Protocol framework was used to identify how various systems would be effected when identifying goals and developing outcomes. In doing so, not only did this assist in goal development, but it also assisted in identifying training audiences, responsible Managers, and in the development of the Training Plan budget.

### ***T/TA Plan – Strategic Plan***

Based on the documentation used to determine the training needs of the program, the Management Team and the Pre-K Director assigned a priority rating of 1-3 to the program's training needs, with no training needs being rated below a 3. These identified goals, outcomes, and strategies will impact such systems as record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is \$26, 542.

### ***Shared Governance***

The Program Improvement Plan was provided to all Policy Council members for review prior to the 7/28/11 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the PIR, Self- Assessment, Community Assessment, Parent/Staff surveys, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings.

The final Refunding Application including the Training Plan was approved by the Policy Council on 7/28/11. The Board's approval was given on 7/26/11.

**Participants**

**Title**

**Name**

***Executive Director (if applicable)***

***N/A***

***Head Start Director***

***Carolyn Harden***

***Program Specialist***

***Misty Montier***

***Fiscal Manager***

***Bonnie Wood***

***Education Manager/Coordinator***

***Gloria McPherson***

***Health Manager/Coordinator***

***Linda Turrall***

***Disabilities Manager/Coordinator***

***Gloria McPherson***

***Family & Community Partnerships***

***Brenda Hardwick/Mary Williams***

***Fiscal Assistant***

***Joanette Thomas***

***Head Start Parent***

***Jessica Jackson***

***Head Start Parent***

***Angela Holloman***

***Head Start Parent***

***Latoria Riggins***

***Head Start Community Rep.***

***Leewood Shaw***



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Increase Parents' Awareness of Appropriate Healthcare/Mental Health Practices**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parent will participate in, and implement practices that will increase overall child health and well-being.	Workshop and Training Attendance  Compliance with Well-Child check-up schedules  Appropriate Classroom Behaviors	Home Visit Reports Child Plus Data Reports (Health) Health Records Agendas/Sign-In Sheets Mental Health Reports/Referrals

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i> <b>Training Strategies:</b>  a. Provide training on the importance of preventive healthcare practices (i.e., dental exams and follow-up, well-child schedule).  b. Provide training on the importance of healthy eating habits and exercise.  c. Provide training on appropriate techniques to managing challenging behaviors.	a. Head Start Staff/ H. Dept Consultant  b. Head Start Staff/ Consultant  c. Mental Health Consultant/ Head Start Staff	a. Parents  b. Parents  c. Parents	a. Health Coord.  b. Health Coord.  c. Health Coord.	a. Dec.'11- Nov.'12  b. Dec.'11- Nov.'12  c. Dec.'11- Nov.'12	a. \$400  b. \$400  c. \$8500

Part 1: \_\_\_\_\_

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 1: Identified T/TA Goals**

T/TA Goal: (From IPP and AI process): Increase Staff/Parent Awareness of Child Safety Practices

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers/Staff/Parents will have greater awareness of the practices and strategies necessary to assure that children are safe at school and in the home.	Compliance with school attendance (sign-in/out) policies  Workshop/Training Attendance  Reduction in neglect-related referrals	Attendance Reports Sign-In Sheets Workshop Agendas Home Visit Reports Monitoring Forms Teacher Reports/Referrals

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>  a. Child Abuse Awareness/Prevention training for Staff.  b. Child Abuse Awareness/Prevention training for Parents.  c. Parent training on school sign-in policies (signing child in and out of school).	a. Consultant/ DCF  b. Consultant/ DCF  c. Head Start Staff	a. H.S. Staff/ Teaching Teams  b. Parents  c. Parents	a. Family Svc. Coord./ Parent Inv. Coord.  b. Family Svc. Coord/ Parent Inv. Coord.  c. Family Svc. Coord/ Parent Inv. Coord.	a. April'12 Aug '12  b. Dec.'11 April '12  c. Aug.'12	a. \$250  b. \$250  c. -0-

Part 1: - - -



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Increase Teacher Effectiveness in the Classroom**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers will have the tools and support necessary to assure that children succeed in the classroom.	Teacher compliance with Head Start Standards  Increase in parent participation in the classroom  Reduction in classroom behavioral referrals	Workshop Sign-in Sheets Agendas Teacher Reports Mental Health Reports Volunteer Sign-in Sheets Classroom Observations Monitoring Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>  a. Train teachers on CLASS Strategies b. Train teachers in each classroom on guidance and discipline c. Train new teachers on Peacemaking Skills Curriculum d. Provide individualized training to teachers e. Train Center Committee Chairperson on how to actively encourage parent participation at events and in the classroom		a. Teaching Teams b. Teaching Teams c. Teaching Teams d. Teaching Teams e. Center Comm. Chairpersons	a. Ed. Coord. b. Ed. Coord. c. Ed. Coord. d. Ed. Coord. e. Parent Inv. Coord.	a. Aug.'12 b. Jan-May'12 & Aug-Nov '12 c. Aug'12 d. Dec '11-June'12 & Aug-Nov '12 e. Dec '11-June'12 & Aug-Nov 12	a. \$300 b. \$300 c. -0- d. \$250 e. \$600

Part 1: \_\_\_\_\_

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 1: Identified T/TA Goals**

**T/TA Goal: (From IPP and AI process): Increase Grantee and District Staff Knowledge of Head Start Procedures and Regulations.**

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Fiscal Management Team, Board Members, and District Staff will appropriately interpret Head Start regulations and procedures.	Appropriate Implementation of Head Start Standards and Procedures	Board Meeting Minutes Training Agendas/Sign-in Sheets Monitoring Reports

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>  a. Provide intensive Head Start training for Board Members and Fiscal Management Team (including Superintendent and Assistant Superintendent for Academic Services). b. Train Administrators and District Staff on Pre-K implementation of the Head Start Curriculum.	a. H.S. Director/ Consultant  b. Ed. Coord./ Director	a. Board Members/ Fiscal Mgt Team  b. District Staff/ Administrators	a. H.S. Director  b. Ed. Coord/ Director	a. Dec.'11 & Aug'12  b. June'12 & Aug'12	a. \$5500  b. -0-

**Part 1:**



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 2: Required HS Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<b>Head Start Act Section 640(a)(3)(B)(ii)</b> Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator Education Coordinator Teachers	Teachers Parapro- fessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Aug '12	\$1892.00
<b>N-30-356-1-30(B)(2) 45 CFR 1304.52(k)(3)(i)</b> Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '12	-0-
<b>45 CFR 1304.41(c)(1)(iv)</b> <b>45 CFR 1304.52(k)(3)(ii)</b> Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Manage- ment Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '12	\$900.00
<b>45 CF1304.52(k)(1)</b> Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program	Director	Dec '11- Nov. '12	-0-

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

<p><b>45 CFR 1306.23(a)</b>  Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director,  Management Staff,  Resource Teachers  GPSS</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1306.23(b)</b> Training about the underlying goals of Head Start and the program options being implemented</p>	<p>Director,  Management Staff,  Resource Teachers</p>	<p>All Staff  Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug.'12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(1)</b>  Operate the vehicle in a safe and efficient manner</p>	<p>Transportation  Director</p>	<p>Bus Drivers,  Monitors,  Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Transportation  Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17 (b)(2)</b>  Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation  Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely , without incidents of injury to persons or damage to property.</p>	<p>Transportation  Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(3)</b>  Administer basic first aid</p>	<p>Transportation  Director</p>	<p>Bus Drivers,  Monitors,  Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.</p>	<p>Transportation  Director</p>	<p>Aug. '12</p>	<p>-0-</p>



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

<p><b>45 CFR 1310.17(b)(4)</b> Handle emergency situations</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(5)</b> Operate special equipment</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in operating special equipment.</p>	<p>Transportation Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(b)(6)</b> Conduct maintenance and safety checks</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.</p>	<p>Transportation Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1310.17(d)</b> Meet applicable driver training requirements of the state in which they operate</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.</p>	<p>Transportation Director</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1304.21</b> (Parent) How to be the primary teacher for their children and full partners in the education of their children</p>	<p>Teacher/ Resource Teacher Parent Involvement Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge and skills in guiding their child's education.</p>	<p>Parent Involvement Coordinator</p>	<p>April '12</p>	<p>-0-</p>
<p><b>45 CFR 1304.22(a)(5)</b> (Parent) Orientation on the need to prevent abuse and neglect</p>	<p>Teachers/ Parent Involvement Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge and skills needed to prevent abuse and neglect.</p>	<p>Parent Involvement Coordinator</p>	<p>Dec. '11</p>	<p>-0-</p>

**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

<p><b>45 CFR 1304.52(k)(3)(ii)</b>  Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting</p>	<p>Teacher/  Parent Involvement Coordinator /Consultant</p>	<p>Parents</p>	<p>Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skill in exercising their rights as parents in the school setting.</p>	<p>Parent Involvement Coordinator /Transition Coordinator</p>	<p>April '12</p>	<p>\$550.00</p>
<p><b>45 CFR 1310.21(a)</b>  If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Parent Involvement Coordinator</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1304.23</b>  Family assistance with nutrition</p>	<p>Teachers  Parent Involvement /Nutrition Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Parent Involvement Nutrition Coordinator</p>	<p>Aug. '12</p>	<p>-0-</p>
<p><b>45 CFR 1304.40(e)(3)</b>  Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers,  Parent Involvement Education Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education Coordinator</p>	<p>Aug.'12</p>	<p>-0-</p>
<p>45 CFR 1304.24(a)  Parent education of mental health issues</p>	<p>Consultant/  Mental Health Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental Health Coordinator</p>	<p>Dec. '11</p>	<p>\$900.00</p>



**Region IV Head Start T/TA Plan**  
**Grantee: Gadsden County Head Start Program**  
**YEAR: 2011-12**

**Part 3: Required State Training**

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>						
30 hour state child care training including: 24 hour introduction to child care 3 hour Preschool Young Children 3 hour Behavior Observation and Screening	Extension Services Office/Community College	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Aug. '12 Sept. '12	\$4100.00
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	Aug. '12	\$1200.00
3. Blood Borne Pathogen	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '12	\$250.00

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

## SF 424B ASSURANCES - NON-CONSTRUCTION PROGRAMS

*Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.*

*As the duly authorized representative of the applicant, I certify that the applicant:*

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.*



8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.



## DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

*By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.*

*This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.*

*Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.*

*Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).*

*If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).*

*Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:*

*"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).*

*The grantee certifies that it will provide a drug-free workplace by:*

- a) *Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) *Establishing a drug-free awareness program to inform employees about:*
  - (1) *The dangers of drug abuse in the workplace;*
  - (2) *The grantee's policy of maintaining a drug-free workplace;*
  - (3) *Any available drug counseling, rehabilitation, employee assistance programs; and*



- (4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*
- c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);*
- d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*
  - (1) *Abide by the terms of the statement; and*
  - (2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*
- e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*
- f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*
  - (1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
  - (2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*
- g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

#### **CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE**

*Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds in medicare or medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.*

*By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.*

*The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.*



**CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS**

*By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:*

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;*
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;*
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and*
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.*

*The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.*

*The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.*

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY  
AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS  
(TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)**

*By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:*

- (a) are not 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 above, such prospective participant shall attach an explanation to this proposal.*

*The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.*



**CERTIFICATION REGARDING LOBBYING  
FOR CONTRACTS, GRANTS, LOANS  
AND COOPERATIVE AGREEMENTS**

*The undersigned certifies to the best of his or her knowledge and belief, that:*

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.*
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.*
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.*

*This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty or not less than \$10,000 and not more than \$100,000 for each such failure.*

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*I hereby agree to the above certifications and assurances.*

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*Signature of Certifying Official*

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*Date*

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*School Board Chairman*  
*Title*

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*Gadsden County School Board Head Start*  
*Applicant Organization*

<b>Head Start Center Information for 2011-2012</b>
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<b>Names of Centers</b>	<b>Current License</b>	<b>NAEYC</b>	<b>Condition:</b>	<b>Meets ADA Regulations</b>
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Gretna Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart Street Elementary	N/A	SACS Accredited	Good	Yes
St. John Elementary	N/A	SACS Accredited	Good	Yes
Havana Elementary	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area Center	N/A	SACS Accredited	Good	Yes

**Hours of Operation:**

School Sites: 8:30 a.m. – 3:00 p.m.

Midway Head Start Center: 8:00 a.m. – 2:30 p.m.

Quincy Area Center: 7:30 a.m. – 5:30 p.m.



**To be completed by Head Start/Pre-K Office Staff**

**HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA**

**CHILD'S NAME:** \_\_\_\_\_

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1 <sup>st</sup> )	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 <sup>st</sup> child's birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 – 12/31	(5)	_____
Turns 5 Between 1/1 – 4/15	(2)	_____
Turns 4 Between 9/2 – 12/31	(5)	_____
Turns 4 Between 1/1 – 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF \_\_\_\_\_ Foster Child \_\_\_\_\_ Parent/Guardian Receives SSI \_\_\_\_\_

Active Military Family \_\_\_\_\_ Protective Services Child \_\_\_\_\_

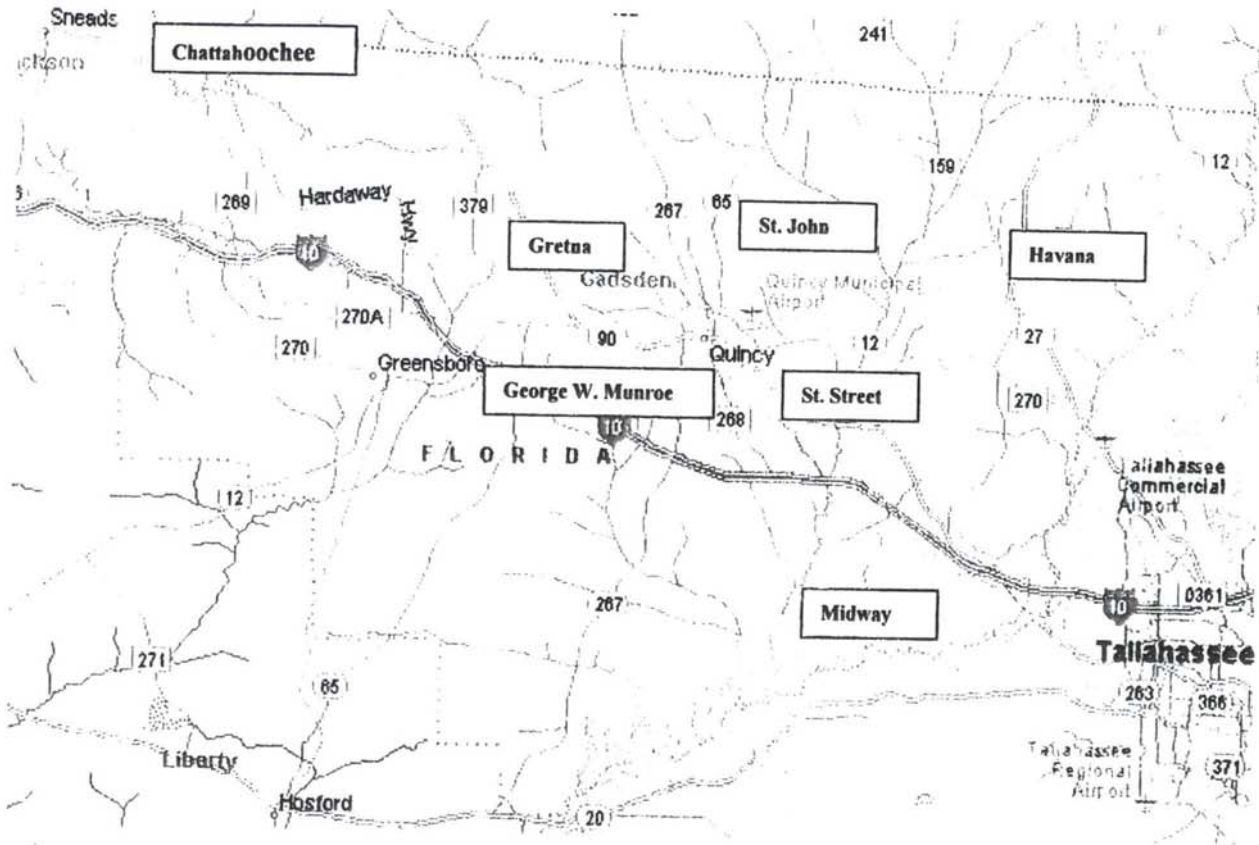
Transitioning From Early Head Start (EHS) \_\_\_\_\_

**TOTAL POINTS EARNED:** \_\_\_\_\_

Qualifies for: Title I/VPK (4 yr. old) \_\_\_\_\_ HS \_\_\_\_\_ Over Income \_\_\_\_\_  
(Test Score 115 or below)

Date: \_\_\_\_\_

Staff Initials: \_\_\_\_\_



# GADSDEN COUNTY, FLORIDA



**Gadsden County School Board**

**2011-12**

**Head Start/Pre-K  
Program Improvement Plan**

# Head Start/Pre-K Program Improvement Plan 2011-12

## Child Health, Safety, Nutrition & Mental Health Services:

### Strengths:

- Dental services provided on school sites
- Local Dentist on site at Head Start/Pre-k Registrations
- School Nursing staff located at all school sites
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Mental Health Provider is very accessible to parents and staff, and provides services in a timely manner.

### Areas Needing Improvement:

- Parents' awareness of the importance of maintaining a schedule of well child care as recommended by their child's doctor
- Playground maintenance
- Dental services (timely exams and follow-up)
- Parents' approach to managing challenging behaviors at home
- Nutrition education for parents

### Areas Needing Immediate Improvement:

- N/A

### Corrective Actions:

- Train parents on importance of preventive healthcare practices (i.e., maintaining a schedule of well child care as recommended by child's doctor)

### **Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Maintain playground area and equipment at each school site through contract with local provider

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train parents to assure that routine dental exams and follow-ups are provided in a timely manner

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train parents on appropriate techniques to manage challenging behaviors through newsletters, home visits, workshops, etc.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train parents on importance of healthy eating habits and exercise for themselves and their children

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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**Persons Responsible:**

- Health Coordinator

## Education, Early Childhood Development & Disability Services:

### Strengths:

- Classroom materials and equipment to support curriculum
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- Training availability and accessibility
- Child Assessment Instrument (LAP-3) and Red-e-Learner database.
- Services for children with disabilities provided through school district
- Cooperation between different component areas

### Areas Needing Improvement:

- Consistent implementation of “Imagine It” curriculum at each school site
- Parent Involvement
- Communication between DLL children/parents/staff
- Positive classroom environments
- Implementation of “Peacemaking Skills for Little Kids” social skills curriculum
- Teacher knowledge of individualization and documentation
- Playground maintenance

### Areas Needing Immediate Improvement:

N/A

### Corrective Actions:

- Train Administrators and district staff on Pre-K implementation of curriculum and Head Start Standards.

### **Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train Center Committee Chairpersons on how to become more active in encouraging parent participation at events and in classrooms.

### **Time Line:**



Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Contract with individual to assess children in Spanish, to interpret during parent/teacher conferences, and translate necessary forms and to provide conversational Spanish training, as needed

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train teachers on CLASS strategies

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Complete CLASS observations on each classroom

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Continue training on guidance and discipline in each classroom

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Train new teachers on “Peacemaking Skills” curriculum.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Continue providing individualized training for teachers.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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**Persons Responsible:**

- Education Coordinator
- Resource Teachers
- Director
- Parent Involvement Coordinator



## Family and Community Partnerships/ERSEA

### Strengths:

- Bilingual Staff to assist Spanish speaking families
- Family Services Staff conduct home visits to each family to address goals/needs
- Family Services Staff available to assist each classroom and parents as needed
- Active Community Partnerships
- Regular Staff Meetings to discuss issues as they arise
- Parents aware of how to access the Head Start Program
- Staff enrolled in conversational Spanish class to assist Spanish speaking parents
- Active Policy Council/Center Committee
- Staff participation in whole Child Council (Gadsden)

### Areas Needing Improvement:

- Parents need training on school policies related to signing their children in and out of school early
- Teachers and Parents need greater awareness of child abuse/neglect, and mandated reporting procedures (and the roles they play in the process)
- Parent attendance at trainings provided throughout the program year, and increased participation in their child's education
- Male Involvement within the Head Start program

### Areas Needing Immediate Improvement:

- N/A

### Corrective Actions:

- Train teachers and Head Start staff on identifying and reporting child abuse and neglect

### **Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Recruit more males into the Head Start Program

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Child abuse awareness training will be conducted during Pre-Service for all staff

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Child Abuse awareness training will be provided for Head Start parents

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Parents will be encouraged to attend trainings/meetings that are provided by the Head Start program throughout the school year

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Provide more opportunities for Male Involvement activities in the Head Start program.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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**Persons Responsible:**

- Family Services Coordinator
- Parent Involvement Coordinator
- Family Services Staff

## **Program Design & Management:**

### **Strengths:**

- Fiscal assistant works directly with Director and Assistant Superintendent of Business and Finance
- No audit findings from annual audit (2010)
- Ability to easily access financial reports
- Full support from School Board
- Computerized record-keeping system
- Staff Qualifications
- Management Team and staff work closely together
- Financial Reports submitted on time
- Full-time Fiscal Assistant to work with district Comptroller
- Bilingual staff member
- Community Assessment, Self-Assessment, and OHS Monitoring Protocol are all used for program planning

### **Areas Needing Improvement:**

- Continue to strengthen internal controls (Financial and Program Operations)
- Continue to strengthen Governing Body Involvement

### **Areas Needing Immediate Improvement:**

N/A

### **Corrective Actions:**

- Conduct intensive Head Start training for Board and Fiscal Management Team, including Superintendent, and Assistant Superintendent for Academic Services.

### **Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Liaison from Board will continue to attend Policy Council Meetings, and all Policy Council Minutes will be forwarded to Board Members.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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- Fiscal Management Team will continue training on new computer system.

**Time Line:**

Dec. 2011	Jan. 2012	Feb. 2012	Mar. 2012	Apr. 2012	May 2012	June 2012	July 2012	Aug. 2012	Sept. 2012	Oct. 2012	Nov. 2012
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**Persons Responsible:**

- Program Director

SUMMARY SHEET

*Pub 7/19/11*

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.** 8aa

**DATE OF SCHOOL BOARD MEETING:** July 26, 2011

**TITLE OF AGENDA ITEM:** Gadsden District K-12 Comprehensive Reading Plan

**DIVISION:** K-12 Education

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

**PURPOSE AND SUMMARY OF ITEM:**

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2010-2011 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$265,622 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools and Level 1 students in the district.

**FUND SOURCE:** FEFP

**AMOUNT:** \$265,622

**PREPARED BY:** Sylvia R. Jackson, Ed.D.



**POSITION:** K-12 Director

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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: \_\_\_\_\_



## 2011-12 K-12 Comprehensive Research Based Reading Plans District: Gadsden

### Leadership: District Level

•District Name:	GADSDEN
•District Contact:	Dr. Sylvia R. Jackson
•Contact Address:	Max D. Walker Admin. Bldg. 35 Martin Luther King, Jr., Blvd. Quincy, FL 32351
•Contact Email:	jacksons@mail.gcps.k12.fl.us
•Contact Telephone:	850-627-9651
•Contact Fax:	850-627-2760

- 1 What are your measurable district goals for student achievement in reading for the 2011-12 school year as described as a percentage increase from last year's scores?

Gadsden's district benchmarks for student achievement in Reading for grades K - 2 for the 2011-2012 school year are as follows: (A) 63% of kindergarten students were above 84% on PRS for AP 3-2011. The goal for AP 3-2012 is for 75% of kindergarten students to achieve above 84% on PRS. (B) 61% of first grade students were above 84% on PRS for AP 3-2011. The goal for AP 3-2012 is for 70% of first grade students to achieve above 84% on PRS. (C) 39% of second grade students were above 84% on PRS for AP 3-2011. The goal for AP 3-2012 is for 50% of second grade students to achieve above 84% on PRS.

Gadsden's district goals for student achievement in reading for grades 3-10 for the 2011-2012 school year are: (A) By the end of the 2011-2012 school term, there will be a 15% increase in the number of students who will move from FCAT Reading Level 1 to Level 2. (B) By the end of the 2011-2012 school term, there will be a 10% increase in the number of students moving from FCAT Reading Level 2 to Level 3+. The first goal is to decrease the percentage of students scoring level one on the FCAT Reading Assessment . The second goal shows a stronger movement from Level 2 to grade level proficiency.

- 2 What is the total number of reading coaches (funded through any source) that served the district for the 2010-11 school year?

The total number of full-time reading coaches (funded through any source) that served the district during the 2010-2011 school year was five (5). The number of part-time reading coaches was eight (8). The district also had one full-time District-wide Reading Coach.

- 3 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2011-12 school year?



The total estimated number of reading coaches (funded through any source) that will serve the district for the 2011-2012 school year will be thirteen (13). This number is subject to change based on funding availability.

The same schools that received coaching services in the 2010-2011 school year will be receiving services in the 2011- 2012 school year from a district or school-based coach.

The district will provide a full-time coach to Chattahoochee Elementary, George W. Munroe Elementary, East Gadsden High and West Gadsden High School. The district-wide reading coach will work with all schools. The district-wide coach will spend sixty percent (60%) of the time with schools that have the greatest need and have not made AYP in six (6) years and forty percent (40%) of the time with the other schools based on their needs. The reading coaches will be reading teachers and part-time reading coaches at the school in which they serve. They will spend at least fifty-one percent (51%) of their time teaching intensive intervention strategies to struggling students and a maximum of up to forty-nine percent (49%) may be used to provide reading support and leadership. They will use their role as a reading teacher to model/demonstrate lessons and strategies for those teachers struggling to implement the reading program with fidelity. They will also provide training on how to interpret the data from reading assessments and provide professional development training as it relates to reading. Stipends will be provided as needed for any afterschool or Saturday inservice.

The district-wide reading coach will monitor/assist the reading teachers/coaches in all of the schools in Gadsden County. The district-wide reading coach will meet regularly with the reading coaches from the low-performing schools and the reading teacher/coach from all of the schools. The district-wide coach and the full-time coaches will provide on-going support for reading and take a leadership role in implementing the district-wide reading program and coordinating assessments regarding reading. They will be responsible for modeling and demonstrating lessons, best practices, and strategies to help improve student achievement in reading. These persons will be responsible for providing data-driven training and other reading professional development activities. The district-wide reading coach will also provide coaching services to schools that do not have a full-time site-based reading coach and will work directly with the reading teachers/coaches, to provide additional coaching services to teachers on the school site. The district-wide coach will help coordinate FAIR assessment trainings on school sites.

4 How will the district determine allocation of reading coaches based on the needs of schools?

Gadsden determines the allocation of coaches based on, but not limited to, the following school needs: the school's number of years not making AYP, the school's grade from the state of Florida, deficiencies in personnel, resources, funding, student enrollment, etc. All coaching assignments/transfers are pre-approved by the Superintendent and School Board of Gadsden County.

5 How will the district strongly encourage all principals and reading/literacy coaches to attend reading professional development opportunities?

The district strongly encourages all principals and reading/literacy coaches to attend all reading professional development throughout the state of Florida. Prior to the professional development, principals and coaches are notified of the dates, location, and registration information. The district assists attendees by dedicating district and/or grant funds to absorb their registration fee and to supplement their travel and/or per diem.



6 How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?

Please upload your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart is new for the 2011-12 school year. You will find a sample in the Appendix of the Guidance Document at: [https://appl.fldoe.org/Reading\\_Plans/](https://appl.fldoe.org/Reading_Plans/).

(For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is not to serve as an administrator, test coordinator, or to conduct bus/lunch duty [beyond duty service that is required of classroom teachers]. Coaches are not resource teachers and should only be working with small groups of students when they are modeling for teachers.)

Gadsden\_DistrictReadingCoachChart\_2011.doc,4/20/2011 3:14:33 PM

7 What portion of the coaches' time will be spent in each of these roles?

Whole Faculty PD	6
Small Group PD	10
Planning	8
Modeling Lessons	15
Coaching	25
Coach-Teacher Conferences	10
Student Assessment	5
Data Reporting	1
Data Analysis	6
Meetings	5
Knowledge Building	2
Managing Reading Materials	4
Other	3

8 What are the requirements/qualifications to become a reading/literacy coach?

(Please note that Rule 6A-6.053, FAC requires the K-12 reading/literacy coach to be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.)

The qualifications for becoming a reading/literacy coach in Gadsden County are:

- (1) Bachelor's Degree from an accredited educational institution
- (2) K-12 Reading Certification and/or Reading Endorsement by the State of Florida, or certification in another area and earning Reading Endorsement or K-12 Reading Certification
- (3) Three (3) years successful experience in teaching reading or language arts at the elementary or secondary level

All present coaches are either reading certified, endorsed, or working towards certification/endorsement. This will apply to any new coach that is hired.

9 What is the district's plan to support or maintain a reading coach cadre?

In regards to maintaining a reading coach cadre, Gadsden currently has an elementary reading coach cadre and a secondary reading coach cadre that meets monthly within the district and/or may quarterly network with other district coaches. Every reasonable effort is made to ensure that Gadsden's schools that received coaching services in the past will continue to receive services.

10 How will the district monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach to impact student learning throughout the year? Please include how information obtained through the coach's log on the PMRN will be used for this purpose.

The district monitors the implementation and effectiveness of the coaching model and assures communication between the district, school administration, and the site-assigned reading coach throughout the year by conducting formal and informal observations, engaging in collaborative discussions, participating in meetings, and disseminating written communication. Bi-weekly logs signed by the principal and coach are submitted to the District Reading Coach. Information obtained from the coach's log helps to identify potential challenges and appropriate action is taken to formulate and implement strategic steps targeted to positively impact student learning.

11 How will the district monitor the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level? Please include an explanation of the data that will be collected, how it will be collected, and the frequency of review. Include how concerns will be communicated if it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented based upon the instructional needs of students.



Gadsden monitors the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level by conducting fidelity checks at the school sites. Instructional lesson plans are formally reviewed by the building administrators for specific intervention and enrichment strategies. They engage in daily classroom visitations to ensure teachers are effectively implementing and complying with the district's reading plan. The reading coach will also monitor implementation on their assigned site. The district reading contact and/or the education director also monitor compliance through scheduled and unscheduled site visits during the school term.

District staff members will review data from the FAIR assessments and district Florida Continuous Improvement Model(FCIM) assessments three times a year. Additional data in data director will be available for continuous review along with weekly school-level assessments.

If it is determined that the K-12 Comprehensive Reading Plan is not being implemented based upon the instructional needs of students, concerns are addressed in several ways. The district contact/educational director will disseminate the information to the school-level administrator. The school-level administrator will share the information with the assistant administrator(s) and the reading coach at the site. The reading coach will communicate with peer teachers.

The district reading contact, building administrators, site-assigned reading coach and/or school level leadership teams form ad hoc committees to disaggregate and analyze the data and develop an action plan to address the identified needs. Copies of the plan are submitted to the educational director. The educational director consults with the superintendent and/or his designee regarding the performance of the school administrator as the instructional leader and as the facilitator for implementing the Continuous Improvement Model (CIM) effectively. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with Board approval to achieve improvement or to remove the school from the "school improvement status."

- 12 How will the district ensure the provision of systematic and explicit instruction, based on data, using reading programs and strategies? Please see [Florida Statute 1011.67](#) for information regarding implementation of instructional materials.

Gadsden ensures systematic and explicit instruction, based on data, using reading programs and strategies at the school level by conducting fidelity checks at the school sites. Instructional lesson plans are formally reviewed weekly by the building administrators and coach(es) for specific intervention and enrichment strategies, as well as class size and length of the instructional period. The building administrators and reading coach(es) engage in daily classroom visitations to ensure teachers are using systematic and explicit instruction in their daily delivery.

The district reading contact and/or the education directors also monitor compliance through scheduled and unscheduled site visits to ensure effective programmatic interventions and to participate in data-driven decisions that guide instructional adjustments. Targeted professional development is on-going provided by highly-trained consultants from publishers of the reading program and site-based coach(es).

- 13 How will the district ensure that all elementary schools have an uninterrupted 90 minute reading

block for core reading instruction and additional time for immediate intensive intervention (iii)?



The district ensures that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii) by requiring that all elementary schools, including the participating charter school, use a minimum ninety-minute (90 minute) uninterrupted reading block. Each school's master schedule and assigned reading teachers' instructional schedules reflect classroom instruction in reading as a protected, uninterrupted 90 minute block of time. The District Reading Contact and the District MIS Director will work together to ensure students receiving core reading and intervention are coded properly in the District's MIS system. All reading instruction includes specific differentiated instructional strategies to address any identified deficiencies in the six reading components: phonemic awareness, phonics, fluency, vocabulary, oral reading and/or comprehension to ensure student success in reading.

In order to meet the reading needs of all at-risk student subgroups identified under No Child Left Behind using the Tier 1, 2, and 3 approach in statute, the district schools implement an instructional focus to address each of the performance Tiers and adhere to the Student Progression Plan criteria.

All elementary schools are required to implement a minimum of 90 minutes of uninterrupted protected reading instruction daily using the Imagine It! Program as the core reading program for proficient students, and Kaleidoscope for non-proficient students until they transition into the grade level core. In addition, the following strategies, as well as the progression plan requirements are implemented to meet student needs:

Interventions (i) Tier 1 (Below level, but never retained) may include CCRP Supplementary materials and the following strategies:

- \_\_\_\_\_ Reteaching/small group instruction within the protected reading block
- \_\_\_\_\_ Interactive learning activities with continuous monitoring and close proximity
- \_\_\_\_\_ Additional time on task outside the protected reading block
- \_\_\_\_\_ High expectations/encouragement for success
- \_\_\_\_\_ Third Grade Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

Intensive Interventions ( ii ) Tier 2(Below level, but retained once) may include CCRP Intervention, PALS, Great Leaps, Kaleidoscope or other district-approved researched-based SRP/ IRP and the following strategies:

- \_\_\_\_\_ Comprehensive Reteaching/small group instruction skill deficiency specific
- \_\_\_\_\_ Additional 30 minutes of reading daily outside of the 90 minute protected block
- \_\_\_\_\_ Student progress continuously monitored and documented weekly
- \_\_\_\_\_ High expectations/encouragement for success
- \_\_\_\_\_ Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

Immediate Intensive Interventions ( iii ) Tier 2/Tier 3 (Below level, retained once and is now retained to repeat same grade) may include CCRP Intervention materials, PALS, Great Leaps, Kaleidoscope, or another district-approved SRP/IRP, and the following strategies:

- \_\_\_\_\_ Comprehensive Reteaching; Direct differentiated instruction deficiency specific
- \_\_\_\_\_ Additional 20 minutes of reading three times per week outside of the 120



minutes

- \_\_\_\_\_ Student progress continuously monitored and documented bi-weekly
- \_\_\_\_\_ High expectations/encouragement for success
- \_\_\_\_\_ Student Progression Portfolio maintained
- \_\_\_\_\_ Summer Reading Camp (taught by certified/endorsed/high-performing reading personnel)

14 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle and high school level?

The district ensures extended intervention time is provided for students in need of decoding and text reading efficiency at the middle and high school level in the following ways: Level 1 and 2 students are served in an intensive reading class which is coded accordingly on student schedules in the computer; Students will receive extended time during the day based upon instructional needs; Students in need of decoding and text reading efficiency are also served in the Supplementary Education Services program; Content area teachers provide intervention using appropriate subject area materials and/or co-teaching model; and Gadsden is working in partnership with PAEC Migrant Program to assist with providing intervention strategies that support language services as well as fluency intervention for ESOL students.

The principal and guidance counselor monitors the master schedule as well as individual student schedules in the computer to ensure students are enrolled in the appropriate classes. The principal does weekly classroom walkthroughs to assure students are receiving their intensive reading intervention. The District Reading Contact and the District MIS Director will work together to ensure students receiving intervention are coded properly in the District's MIS system.

15 How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance data?

The district facilitates improvements in schools that are not making academic improvements as determined by fidelity checks and student performance data. The education director(s) consult with the superintendent and/or his designee regarding the performance of the school administrator(s) as the instructional leader(s) and as the facilitator(s) for implementing the Continuous Improvement Model (CIM) effectively. If schools are neither maintaining overall progress nor experiencing growth with their at-risk population, the Superintendent may assign new leadership at the school level with School Board approval to achieve improvement or to remove the school from the "school improvement status."

16 How will the district train principals on reading walk through strategies, including both reading intervention and content area as well as how to give feedback to teachers?

The district is developing new teacher evaluation protocols based upon the state adopted Marzano model. The walk-through tool will be aligned with this model. Principals and teachers will be trained annually on both the evaluation and walkthrough model.

17 How will the district and schools recruit and retain highly qualified teachers?



The district and schools recruit and retain highly qualified reading teachers as indicated below:

**Recruitment:** The district has an electronic Application Tracking System (ATS). Each principal is able to view applications from any computer that accesses the Internet. This ATS system speeds up the eligible candidate pool and screening process. Next, the district has joined state efforts to recruit out of state teachers and recent education graduates.

**Retention:** Gadsden County continues to be among the lowest paid counties for teacher salaries. This involves creating a staffing plan that reflects SACS accreditation requirements, class size reduction requirements, and takes into consideration student counts at each school. All new teachers are assigned mentors to assist with concerns and provide support.

18 How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The Education Director(s) will facilitate training the principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school on an annual basis.

#### **Leadership: School Level**

1 The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

Gadsden principals serve as the catalyst for implementing a school-level process to form and maintain an effective Reading Leadership Team. They create site-based calendars reflecting meeting dates and disseminate the information upon completion. The goal of the leadership team is a priority throughout the year.

The school-level process that principals will use to form and continue Reading Leadership Teams include principals annually:

- \* Identifying model and/or mentor reading teachers and discipline area teachers at their sites prior to the third week of the school term
- \* Identifying grade level or discipline chairpersons at their sites prior to the third week of the school term
- \* Encouraging identified personnel to include the media specialist and reading coach to serve on the Reading Leadership Team through a voluntary and/or electoral process
- \* Submitting a roster of their Reading Leadership Team to the appropriate educational director and to the district reading contact
- \* Creating site-based calendars that reflect frequency of meeting dates, agenda, and prioritized needs
- \* Maintaining attendance rosters, minutes, and/or photos supporting the Reading Leadership Team meetings at their sites

The principal and reading coach will play an integral role on the Reading Leadership Team. They are key in assuring that the team meets regularly and that items based on data and observation are on the agenda. They will monitor and assure that meetings are held monthly and minutes are recorded at each meeting. The team will also continuously motivate students to read through various means (i.e., morning broadcast, posters, flyers, etc.). They will assure that every child takes the STAR test and sets reading goals for the year. Nine-week incentives will be given to every child that continues to make adequate progress toward his/her goal for the year.

The Reading Leadership Team is also responsible for facilitating a minimum of one book study per year. In addition, each school will celebrate literacy week in conjunction with the state-wide literacy celebration. The team will also promote literacy activities throughout the school year (i.e., reading carnival, Families Building Better Readers, FCAT night, etc.).

- 2 How will the principal ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource for teachers?

The principal ensures that the reading coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes the coach away from being a full time professional development resource in reading by becoming knowledgeable of the specific job responsibilities of the reading coaches during the state and/or District's Leadership Team meetings. Evidence of compliance is documented in the reading coaches' logs to reflect appropriate areas of responsibilities as defined in the district's reading coach job description.

- 3 How will the principal collaborate with the reading coach to plan for professional development? Include how the principal will provide professional development materials to support the reading coach.



The principal and site-assigned reading coach will collaborate as follows to plan for professional development:

1. Collaborate monthly on classroom walkthroughs. Daily walkthroughs by the principal and weekly walkthroughs by the reading coach will indicate the need for additional CORE reading professional development as well as other types of reading training that is needed.
2. The principal and reading coach will analyze the Florida Assessment for Instruction in Reading (FAIR), Benchmark Assessments, and Progress Monitoring data to help determine needs.
3. The results of the needs assessment survey conducted during the first month of school will be used to help plan professional development for the year.
4. The principal and assistant principal will attend grade-level meetings to determine additional needs of teachers. Grade-level minutes will also reflect some needs of teachers.
5. Principals will encourage teachers to enroll in Reading Endorsement courses.
6. The Reading Leadership Team will meet at least monthly to analyze data and make recommendations for professional development.

The principal provides professional development materials to support the reading coach by allocating resources to secure materials supporting instruction and by collaborating with the Director of Human Resources and Professional Development to ensure professional development opportunities at the school site are continuously offered to meet school level needs.

- 4 How will the principal use the information obtained from the PMRN online reading coach's log to impact student learning?

Principals in Gadsden use the information obtained from this log to identify potential challenges in classrooms and take appropriate action to formulate targeted interventions. After analyzing the data, strategic steps are implemented to positively impact student achievement.

- 5 How will the principal/designee monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students?

The principal collects and monitors assessment data for the school continuously in an effort to determine additional intervention and support services needed to improve overall school performance. Assessment tools are administered at the school level and include standardized test data (i.e., FCAT SSS), progress monitoring data (i.e., FAIR), benchmark data, core curriculum assessments, and computer-assisted reading program assessments. The school's leadership team, reading coach, reading teacher and/or school level administrator(s) will meet to disaggregate data and strategically plan for reading instruction.

- 6 How will assessment data be communicated to and between teachers? Include how often this will occur. (Examples may include: data study teams, weekly grade level meetings, and vertical team meetings)?

Assessment data is communicated to and between teachers during data study teams, weekly grade level meetings, subject area meetings, and/or vertical team meetings. The principal disaggregates the data to target specific instructional areas of need for teachers and shares the results appropriately. Data collected from classroom observations and progress monitoring reports make it feasible to identify site-based reading teachers who are highly effective. Time is allotted for teachers to meet with the principal, assistant principal, reading coach, and/or the identified highly effective teacher(s) to develop instructional lesson plans/strategies, individual professional development plans, and/or participate in specific staff development activities that are aligned with the Next Generation Sunshine State Standards and are data-driven.

Each school has an active assessment team to review, study, and utilize data to drive instruction. The site-assigned reading coach coordinates with district personnel to train new administrators and classroom teachers in the analysis of assessment results. Intervention and/or enrichment plans are designed to meet the instructional needs of students. School level administrators, reading coaches, and guidance counselors are continuously communicating assessment data and engaging in data analysis with teachers throughout the school. Frequency of these meeting may vary from weekly to bi-weekly or according to school level needs.

- 7 How will the principal, in collaboration with the instructional employee, target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP)? Include how the principal will use progress monitoring data to differentiate and intensify professional development for teachers.



The principal continues to analyze reading assessment data and provides assistance with intensifying interventions to appropriate teachers. The Individual Professional Development Plan (IPDP) of the teacher shall address school-wide achievement in reading and/or assigned students' achievement in reading. The IPDP also reflects specific strategies for successful implementation of the reading curriculum. Content area teachers who are not the teacher of record for reading are provided opportunities to document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT.

If and/or when an instructional need is identified, the principal, reading coach and/or reading teacher collaboratively develop an intervention plan of action to assist the teacher. If there is no evidence of improvement, the principal and/or Superintendent may recommend personnel changes after collaboratively focusing on the data. Although the IPDP is not a formal evaluation tool, outcomes may be reflected in the performance evaluations based upon final analysis of the data.

Intensity Model for Targeted Professional Development/Instructional Intervention:

(Effective/Low Risk) 3

School implementing CIM and making adequate progress

\*Submit weekly lesson plans

\*Site-assigned coaches mentor quarterly

\*Administrators observe on monthly basis

\*If there is a concern, additional support services are provided and corrective measures implemented

Minimum coaching support and scheduled demonstrations, as needed

(Average/Moderate Risk) 2

School maintaining progress, but "NOT" experiencing growth

\*Submit weekly lesson plans

\*Administrators observe on weekly basis

\*Coaches mentor on a bi-weekly basis

\*To aid the teacher(s) targeted, coaches and/or reading teachers will provide specific staff development, use feedback form and data analysis

One-on-one coaching as needed

Scheduled demonstrations

Specific staff development

(Below Average/High Risk) 1

Schools NOT maintaining progress: Extra coaching support

\*Submit weekly lesson plans

\*Administrators observe daily

\*Provide assistance/improvement plan revisions

\*Coaches conduct bi-weekly fidelity checks, meet weekly with targeted teacher(s) and the improvement and or leadership team to

monitor, analyze, and develop data-driven instructional plans

One-on-one coaching as needed

Specific staff development

Personnel changes approved by the School Board

8 How will the principal identify mentor teachers and establish model classrooms within the school?

The principal identifies model classrooms and appoints mentor/lead teachers within the school based on assessment data to reflect exemplary reading instruction in specific areas. Data collected from classroom observations makes it feasible to identify site-based reading teachers who are highly effective and can serve as mentors.

Mentor/Lead teachers are recognized as those instructors whose student assessment data in a specific area of reading is exemplary and supports their serving in the capacity as model classroom teachers because of their area(s) of strength. The mentor/lead teacher's model classroom is used for demonstration purposes in the identified area(s) of strength. Principals also collaborate with district level personnel and/or other school administrators in the district and/or outside the district to identify model classrooms for each of the six areas of reading, as well as the effective implementation of computer-assisted instructional programs.

9 How will the principal ensure that time is provided for teachers to meet **weekly** for professional development opportunities that may include, but are not limited to: lesson study, grade group meetings, additional training, visiting model classrooms and one on one coaching sessions?

The principal ensures that time is provided for teachers and the administrative staff to meet weekly for professional development opportunities that may include, but are not limited to lesson study, grade group meetings, subject area meetings, additional implementation training, and one-on-one coaching sessions by providing at least one or more common planning periods for grade level teachers or subject area teachers in the school's master schedule. The principal utilizes the services of support personnel, certified substitutes, or special area teachers to provide release time for targeted teachers to attend scheduled sessions.

10 How and when will the principal and reading/literacy coach (if applicable) provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The principal and/or reading coach will provide an in-service on Gadsden's K-12 Comprehensive Research-Based Reading Plan during the first three weeks of school. The presenters clarify the specifics of the plan to teachers, emphasize the role of the site-assigned reading coach, and state the responsibilities of the classroom teacher. An agenda, minutes, and attendance sheet are maintained at each site.

Members of the Reading Leadership Team will present updates to the plan throughout the year at grade-level and/or department meetings.

11 How will the principal increase the amount of student reading inside and outside of school? Include how the principal will increase media center circulation.



The principal increases the amount of student reading inside and outside of school by encouraging school-level personnel to use a variety of materials and strategies to build intrinsic motivation to promote reading. The extrinsically motivating materials are not to limit student access to text. Intrinsic motivation also evolves from topic interest since some learners are motivated by historical experiences or special interest topics. Overall, students are motivated differently based on their learning styles, instructional needs, and effective implementation of differentiated instructional strategies.

Also, principals have implemented an incentive program, Accelerated Reader by Renaissance Learning, to encourage independent reading as a means to increase media center circulation. Teachers are using other Renaissance Learning Products, Star Early Literacy, and Star Reading programs to determine the students functional reading level or zone of proximal development to determine book goals for each student. The Reading Leadership Team will kick off the school year with an Accelerated Reader Celebration introducing the program theme for the year. To keep the celebration going, every nine weeks students are given incentives for reaching his/her goal. With Renaissance Enterprise in place at all school sites, the district will be able to centralize all of the Renaissance software. This will give schools the ability to bridge all of the student performance data across schools, classrooms, grade levels, and subjects at all time. That way, teachers, principals, and other administrators will have the vital student performance data they need to dramatically accelerate learning in the area of reading.

- 12 How will principals establish themselves as literacy leaders in their schools? One way to ensure this is to include a reading goal in your School Improvement Plan although it may not be required.

Administrators establish themselves as literacy leaders at their schools by encouraging site-assigned coaches and instructional personnel to become more knowledgeable of effective reading instruction and by attending specific trainings offered by the research-based reading program consultants.

All principals and assistant principals for curriculum are required to attend “administrator” training(s) for the adopted reading programs. School level administrators are also strongly encouraged to pursue reading endorsement by completing the reading competency courses. Participation and implementation of the trainings may be a portion of the administrator’s individual professional development plan and/or annual performance appraisal.

The application of assessment-driven knowledge and/or strategies by the administrators solidifies their ability to monitor and identify classroom teachers who are effectively implementing the reading program.

Performance evaluations (principal, coach, teacher) are tied to student achievement in reading, and impact how the IPDP and evaluations are developmentally aligned. As the instructional leader of the school, the principal’s performance evaluation is tied to student achievement in reading based upon receiving an “effective” or “higher” rating in the following, but not limited to, job content indicator:

\* Promoting and ensuring that student growth/achievement is continuously high and appropriate school-wide as indicated through teacher made tests, criterion and norm-referenced tests, portfolio assessment, documented parent interaction, and/or other appropriate district and/or required adopted curriculum standards.

\* All school improvement plans must include a reading goal that is aligned with the district's goal for improving reading.

### Professional Development

- 1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2011-2012 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. **ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

#### Chart A

(This will open in a new browser)

- 2 Does your district offer Content Area Reading Professional Development (CAR-PD) in at least one school?

A team of teachers and coaches will become NGCAR-PD trainers during the month of May, 2011. This team will be responsible for training all content-area teaches. Since there will be at least two trainers at each school site, ongoing professional development and support will continue throughout the year for content-area teachers as they implement applicable strategies within their content courses.



3 Does your district offer Reading Endorsement for ESOL (REESOL)?

The Gadsden School District does not offer Reading Endorsement for ESOL.

4 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

The Gadsden School District does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement.

#### Elementary Student Achievement and Instruction

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**

1 Each district will be given one school user log-in password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on March 31, 2011. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online.

#### Chart C

(This will open in a new browser)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional design

Describe your **Comprehensive Core Reading Programs (CCRP)** - Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the six essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.

SRA Imagine It! Reading Program is the comprehensive core reading that is being implemented throughout the district at all elementary sites. This program correlates to all Next Generation Sunshine State Standards (NGSSS) and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plans include specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or comprehensive intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students.

2.2 Describe your **Supplemental Intervention Reading Programs (SIRP)** - Supplemental



Intervention Reading Programs are intended for flexible use as part of differentiated instruction or intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).

PALS is an intervention program used for students in grades K-2. Great Leaps! is used for students in grades K-3 and Elements of Reading Vocabulary is used for students in grades K-5. Additionally, the intervention programs are used as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, oral language and comprehension).

The PALS program includes four of the six critical components of reading instruction. The Sounds and Words lessons are systematically designed and focus on phonemic awareness, phonics, and fluency. The Story Sharing aspect of PALS includes practice that increases fluency, such as repeated readings, and comprehension, as in Story Recall. It is believed that vocabulary may increase during pretend read due to the discussion of the story.

Great Leaps' primary emphasis is fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader. Phonics are practiced within a fluency context, but are not taught explicitly. Great Leaps stresses that increased fluency can produce broad benefits in reading ability, including improved grade-level reading scores and increased reading comprehension.

Elements of Reading Vocabulary is an oral vocabulary instruction program designed for kindergarten through fifth grade. The vocabulary is based on research by Drs. Isabel I. Beck and Margaret G. McKeown. The program is designed to be taught to the whole class by the regular classroom teacher; however, teachers may choose to adopt small portions of each lesson for small group instruction for approximately 20 minutes per day. The strengths of the program are: (1) High quality, realistic photo cards used for compare and contrast activities that promote the use of the vocabulary words; (2) Oral vocabulary instruction is systematic and explicit, and instruction is extended over several days to encourage deep processing; (3) The program design encourages repeated use of the vocabulary words; (4) The Writer's Log for grades 4-5 offers a wide variety of interesting and motivating writing activities to reinforce understanding; (5) The read aloud anthology offers prompts and suggestions to increase students' comprehension, such as building background knowledge before reading, and posing questions strategically during reading.

- 2.3 Describe your **Comprehensive Intervention Reading Programs (CIRP)** - CIRPs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.



The PALS program is used for students in grades K-2. It includes four of the six critical components of reading instruction. The Sounds and Words lessons are systematically designed and focus on phonemic awareness, phonics, and fluency. The Story Sharing aspect of PALS includes practice that increases fluency, such as repeated readings and comprehension, as in Story Recall. It is believed that vocabulary may increase during pretend read due to the discussion of the story.

SRA Kaleidoscope Comprehensive Intervention Reading Program is adopted by Gadsden and intended for use as the initial comprehensive intervention program for (grades 2-5) students functioning one or more grades below level. This program will be delivered during the 90-minute reading block to transition students back into the grade level core as soon as possible. There is an additional 30 minutes added to the 90-minute reading block for differentiated skill groups based upon needs that are identified during Kaleidoscope lessons and as a result of assessment data. This alternate core is to be used for a short term with the ultimate goal to place the struggling student back in the Comprehensive Core Reading Program with their peers as quickly as possible. The programmatic intervention materials that accompany the SRA Imagine It Reading Program are also used to provide interventions. Both are Gadsden's Comprehensive Intervention Reading Programs (CIRP) as identified in the Instructional Materials Chart and are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs is designed to accelerate growth in reading with the goal of returning students to grade level proficiency. Instruction for all students includes instructional content based on the six essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, oral reading and comprehension).

Close progress monitoring is done to assist students in moving back into the text using SuccessMaker computer monitoring, lesson and unit assessments from the program, benchmark assessments and other teacher developed assessments. Teachers are able to include specific examples of Teacher-led Activities and additional activities to provide more frequent assessments of student progress and monitor instructional pacing and/or group size for instructional effectiveness more frequently. The curriculum may be modified so students can receive extended reading instruction during the regular day to address their instructional needs.

- 2.4 Describe your **educational technology** - Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, where applicable.



All Gadsden County elementary school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. Elementary schools within the district have the Pearson Educational Technologies' SuccessMaker and Waterford software programs loaded onto their servers for use by students. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for all students. Teachers will either accompany the students to the lab sessions and/or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the teacher and/or lab manager to assist with ongoing data analysis and effective planning. Students are given opportunities during the school day and after school to practice deficient areas in reading using these programs.

All schools within the district have access to Renaissance Learning's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals each nine-weeks. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

- 3 Schools must diagnose specific reading difficulties of students who do not meet specific levels of performance as determined by the district school board in reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

**Create an Assessment/Curriculum Decision Tree (Chart D1)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*\* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

Chart D1 - Elementary Assessment Curriculum Decision Tree  
(This will open in a new browser)

- 4 Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.



**Create an Assessment/Curriculum Decision Tree (Chart D2)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*\*District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

Chart D2 - Elementary Assessment Curriculum Decision Tree

(This will open in a new browser)

- 5 How will all students receive motivating, high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

Students receive high-quality, explicit, and systematic instruction in the reading classroom from implementation of the core reading program, SRA Imagine It!. This program provides well organized and systematic explicit instruction in the critical areas of reading and provides opportunities for appropriate practice to ensure student success. The core program acts as an important scaffold and guides teacher behaviors so they will be consistent with the principles of effective instruction. Students also receive motivating, high-quality, explicit, and systematic instruction in the reading classroom by having a minimum 90-minute block of uninterrupted time for reading instruction each day for all students. An additional 30 - 45 minutes is added in all schedules for explicit instruction in the Language Arts section of Imagine It. This time is outside of the minimum 90-minute block that is needed to teach the core lesson daily. Teachers are given flexibility in their schedule to ensure that ample time is there to teach to fidelity. All students, with the exception of those participating in the Flexibility Core Reading Option (FCRO) at Gadsden Elementary Magnet School will receive a protected 90-minute minimum reading block. The Gadsden Elementary Magnet School students should receive no less than a 45-minute protected reading block with instruction designed to reflect a high interest, interactive reading curriculum that is balanced and addresses student needs to solidify successful reading skills.

The instructional plans include specific examples of Teacher-led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. Proficient students may be provided enrichment opportunities using authentic assessments and/or project-based learning activities.

During the ninety minutes or more of initial reading instruction, all of the grade level students are using the core reading program, SRA Imagine It. Schools have the option for students performing below level to initially be taught daily using Kaleidoscope, a research-based CIRP for the 90-minute block, to accelerate their transition back to the grade level text or a daily period for the CIRP Kaleidoscope program after instruction in the core reading program. Students will be exposed to grade-level text through explicit read alouds. Instruction for all students is systematic and explicit using the six components of reading: phonemic awareness, phonics, fluency, vocabulary, oral language and comprehension. The instructional plans include specific examples of Teacher-led Activities and additional activities to support the six basic components of reading while teachers monitor group size for instructional effectiveness, as well as length of time for targeted instruction. The curriculum may be modified so students can receive extended reading instruction during the regular day.

Teachers organize the reading block by ensuring that students are academically engaged and that all instructional needs are addressed. Administrators, reading coaches, and coordinators ensure that teachers and students are accountable for reading improvement via the teaching and learning process. Teachers provide instructional delivery models that are inclusive of whole group and allow opportunities for differentiated instructional activities to meet the needs of all students.

The following "Flexibility Core Reading Program Option" may be approved for implementation by the appropriate education director at the beginning of the school term: Gadsden schools earning a state grade of "A" or "B" and meeting the adequate yearly progress (AYP) proficiency targets in reading for all subgroups and having at least 90% of



students meeting high standards may request to use the “Flexibility Core Reading Program Option” prior to the beginning of the new school term for fourth and fifth grade students scoring at Level 4 and 5 on the FCAT Reading Assessment.

“Flexibility Core Reading Program Option” Program Structure: School-level administrators will ensure that fourth and fifth grade teachers and students are accountable for reading progress when implementing the “flexibility option.” Reading instruction is not required to occur within a protected 90-minute reading block, but the district-approved core reading program must be implemented with fidelity. The instructional time for reading must be a daily protected period of instruction and should not be less than a 45-minute class period. Schools participating in this option shall require teachers to organize the reading block so that Level 4 and 5 fourth and fifth grade students are academically and actively engaged in the learning process at all times and ensure that all instructional needs are addressed. During the forty-five minutes of initial reading instruction, eligible students may receive instruction using the next grade level core reading text, which is currently SRA Imagine It! or may opt to use a variety of reading materials that are rich in content. (i.e. newspaper, fiction, non-fiction authentic literature, genre, etc.) Instruction will be systematic and explicit reinforcing the six components of reading. In addition, teachers and administrators will monitor group size for instructional effectiveness, as well as length of time for targeted instruction to assure reading mastery. Teachers must also provide a variety of instructional delivery models that target students’ needs. Additionally, students demonstrating proficiency in reading must be provided opportunities to engage in enrichment, project-based learning activities that support the six components of reading and that reflect student mastery.

Results of on-site visits and the progress monitoring tools (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, benchmark assessments, state assessments, alternative student assessments) will be used to evaluate the effectiveness of schools implementing the flexibility model with fourth and fifth grade students. Continuation for implementing the flexibility option is not automatic. Each eligible school administrator must submit a request to implement and/or to continue the “flexibility option” annually prior to the first week of school. Each school submitting a request must meet all of the “flexibility option” criteria in order to be eligible for approval by the education director. If a school fails to demonstrate growth and/or maintain proficiency during the school year, the education director may require the school principal to revert to the district-wide protected 90-minute reading block model as an intervention to ensure instructional effectiveness.

6 How will students targeted for immediate intensive intervention receive services?

(If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)



Students targeted for immediate intensive intervention receive differentiated instruction in the regular classroom using strategies such as: small group instruction, reduced teacher-student ratios; more frequent progress monitoring, tutoring, mentoring; transitional classes (Bridge), extended school day or year, and/or extended reading instruction during the school day.

Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments) are used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools ensure the instructional services and support address the identified area(s) of reading deficiency of the student during the 90-minute reading block and a daily additional 30-minute intervention block.

- 7 How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a **meaningful** extension of **the** skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

Gadsden's teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focusing on content area concepts implemented during the 90-minute reading block as an extension of skills taught through the core reading program by embedding authentic stories during the "workshop" component of the SRA Imagine It! curriculum. By using the Leveled Libraries, Pre-Decodable, and Decodable Books, teachers provide students with an opportunity to apply the skills through independent practice. Classroom libraries will be made available for students to utilize during scheduled and unscheduled reading activities, literacy centers, small group instruction, and differentiated instruction, including paired reading. As a result, students increase their opportunities to become fluent readers as they read the anthologies and/or leveled readers.

Books in the classroom library are leveled by publishers to support the adopted core program and by the publisher of the Accelerated Reader program. Additionally, books are leveled in a collaborative process by members of the Reading Leadership Team and teachers. The process involves team members analyzing the following when leveling non CCRP reading material: letter size, spacing, page format, language patterns and structure, predictability, genre, text content, vocabulary, and illustrations.

Teachers match students with appropriate materials. As a result, each grade level utilizes trade books, also known as leveled readers, and teachers specifically select materials to meet different reading levels/needs of each student based on informal and formal assessments. Teachers administer CCRP and other district-approved assessments (i.e., STAR, FAIR) to consistently and continuously monitor student performance.

- 8 How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in all content classrooms.



All content area teachers incorporate reading and literacy instruction into subject areas by utilizing appropriate text to provide students opportunities to practice oral, silent, and sustained reading skills. Content area teachers integrate reading and literacy materials in their weekly instructional plans in an effort to reintroduce or to familiarize students with reading selections that they can authentically demonstrate successful comprehension of the text. Teachers continue to engage students in guided instructional activities that address comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in appropriate instructional texts, and immediate oral and/or written feedback. By using effective strategies from the Reading Coach and classroom teacher, content area teacher will strive to increase literacy across the curriculum for all students.

The NGSSS Instructional Focus Calendar, based on data will also be used by content area teachers to align the instructional focus for reading and literacy. Teachers may be asked to provide TIER 2 and TIER 3 instruction to support students not mastering identified benchmarks on the Instructional Focus Calendar. Teachers may also use leveled reading materials and classroom libraries to implement strategies that focus on mastering content-area concepts so that struggling students see and hear the kinds of questions successful readers ask themselves. Teachers provide guidance in identifying and recognizing text features that are particular to the kinds of books and resources utilized in the content area classroom. To ensure the effectiveness of the strategies, the teacher and coach work collaboratively to determine students' instructional reading levels, and ensure that text assigned is appropriate for the student. If the material is appropriate, content area teachers may extend meaning by facilitating students' successful reading of new or unfamiliar text.

9 How will writing be incorporated into the 90 minute reading block to deepen text comprehension?

Each school incorporates writing across the curriculum to deepen text comprehension before, during, and after CCRP story selection in the following ways: Question/Concept Board activities before reading—with predictions. During reading, writing is incorporated via Writer's Notebook (i.e., recording vocabulary, responding to literature). After reading, teachers incorporate writing through chapter reflections, examinations, and/or extended responses. \*Instruction in the writing process will not be during the 90-minute reading block.

10 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

(The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are due **March 31, 2011** for the Just Read, Florida! Office to review and provide feedback by **April 8, 2011**. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.)



The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice.

Gadsden continues to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator.

The District's Exceptional Student Education Department always has an extended school year that allows students whose IEP indicates to attend. The Migrant Education Office provides summer school for our ESOL, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during our summer programs is improving students' reading skills.

To ensure that activities are linked to instruction delivered during the day, the principal, assistant principal, and reading coach will analyze data along with teachers and determine from data director and other resources areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the benchmarks from the weekly CIM Focus Calendar. The principal and/or assistant principal will conduct fidelity checks.

11.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

Non-English speaking ELL students are administered the Comprehensive English Language Learning Assessment to determine reading instructional needs and help measure reading growth.

11.2 Students with severe speech/auditory impairments?

Students with the severe speech/auditory impairments are administered the same assessments as "regular education students."

11.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with regular education students along with the assistance of ocular instruments.

#### **Middle School Student Achievement and Instruction**

**All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.**



1 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on March 31, 2011. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

Chart F

(This will open in a new browser)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

Describe your **Middle grades Programs** - The goal of a middle grades program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on or above grade level and enrolled in reading courses** which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). If your district does not offer a middle grades reading program for students who are reading on or above grade level, please enter N/A.

To ensure that all reading resources are fully dedicated to the achievement of reading mastery, a district wide reading program will comprise the most effective instructional resources that consist of a research-based core reading program, supplemental and intervention programs, as well as educational software. The Daybook of Critical Reading and Writing will be used as a core program in all district middle schools with the exception of the charter school. This program ensures that all students succeed. The comprehensive program offers high-quality literature selections supported by skills instruction and practices that address the Sunshine State Standards.

Students will also read shorter, challenging texts that elicit close reading and the opportunity to reread at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text.

All teachers of Language Arts and Reading will be provided on-going training in the use of the core program and the integration of program based instruction, so that alignment achieves the desired outcomes.

2.2 Describe your **Comprehensive Intervention Reading Programs (CIRP)** - A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate



grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

READ 180, Hampton Brown Edge, and SRA Corrective Reading Decoding will be used with students identified as Level One and Level Two readers throughout the district's middle level of education. These programs will be instructed by Florida endorsed Reading Instructors or those who are working toward such certification. Skills and strategies taught will be aligned with Sunshine State Standards for reading at the appropriate grade level.

Text complexity will also be looked at as a supplement to the CIRP. Teachers will provide careful instruction - including effective scaffolding - to enable students to read at the appropriate level of text complexity, rather than avoid it. Scaffolding will not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text. Scaffolding will not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Sunshine State Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Students will be provided follow-up support from the teacher when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can then help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

- 2.3 Describe your **Supplemental Intervention Reading Programs (SIRP)** - Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**



Some supplemental research-based reading programs being used will include, but not be limited to, SRA Corrective Reading, Jamestown, and Junior Great Books. These programs are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, oral language and comprehension). Because the Comprehensive Intervention Reading Program does not provide enough instruction and practice in a given area for the majority of the students in the middle grade classroom, the Supplemental Intervention Reading programs will be used to provide targeted instruction and intensive interventions for smaller groups of struggling readers. These programs will be used to provide additional instruction, additional practice, or both.

In addition to the above listed programs, text complexity will also be looked at as a supplement to the CIRP. Teachers will provided careful instruction - including effective scaffolding - to enable students to read at the appropriate level of text complexity, rather than avoid it. Scaffolding will not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text. Scaffolding will not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the Sunshine State Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Students will be provided follow-up support from the teacher when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can then help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

2.4 Describe your **educational technology** - Educational technology is intended for additional support in reading. Educational technology **without a teacher-led instructional component** should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.



All Gadsden County middle school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. Some middle schools within the district have the Pearson Educational Technologies' SuccessMaker and Achieve 3000 software programs loaded onto their servers for use by students. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for students. Teachers will either accompany the students to the lab sessions or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the lab manager to assist teachers with ongoing data analysis and effective planning. Students are given opportunities during the school day and after school to practice deficient areas in reading using these programs. All schools within the district have access to Renaissance Enterprise's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals every nine weeks. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

3 Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and text reading efficiency must have an extended block of reading intervention.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve Level 2 students without decoding issues in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)



- a focus on informational text at a ratio matching FCAT

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:  
[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart G)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

\*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart G using the link found within this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

[Chart G - Middle School Assessment Curriculum Decision Tree](#)

(This will open in a new browser)

4 Describe in detail the reading classroom (include all levels of intervention). Be sure to address



student motivation. Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.

Students who score Level 3 and above on FCAT Reading will be scheduled into an Advanced Reading Class. This program provides instruction at or above grade level for students who are in need of enrichment.

Students who score Level 2 on FCAT Reading and without issues in decoding or text reading efficiency will be eligible for content area reading intervention or a Reading course using Hampton Brown Edge or grade level text that will meet their needs in the area(s) of vocabulary and comprehension.

Students who score Level 1 or 2 on FCAT Reading with minimum decoding or text reading efficiency problems according to Chart G will be scheduled into an Intensive Reading class using READ 180 or Hampton Brown Edge as needed to meet their needs in the area(s) of fluency, vocabulary, and comprehension. These programs provide a research based framework for whole group instruction and differentiated small group instruction that align with the Next Generation Sunshine State Standards.

Students who scored Level 1 with decoding and text reading efficiency problems according to Chart G will be scheduled into an intensive course using READ 180 or SRA Corrective Reading Decoding. These programs provide a research based framework for providing whole group and differentiated small group instruction. Based on Chart G, students will need to meet certain criteria for placement. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually not need an intensive class. Each student will maintain a data folder so that they can progress monitor their data, too.

The teacher of all classes will be reading endorsed, K-12 certified, or have completed CAR-PD / NGCAR-PD or working toward certification. All students receiving reading instruction will be screened before starting an intensive reading program or receiving intensive reading instruction to determine individual needs. Screening will consist of reviewing data from Reading FCAT SSS, FAIR (maze and word analysis), lexiled fluency passages, and FAIR Toolkit (academic word and phonics screening inventory).

- 5 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text.



In classrooms where READ 180 and Hampton Brown Edge are being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180 or Hampton Brown Edge, teachers will work with the Reading Coach, Media Specialist, and Administrator to establish classroom libraries. In order to address the range of levels, interests, genres, and cultures, classroom libraries of 20-25 fictional and non-fictional titles are being placed in all English, Reading, and Social Studies classrooms. Junior Great Books and Jamestown Reading will be implemented in Reading, Language Arts and/or content area classrooms at some schools. As funding permits, titles will be purchased and placed in science and math classrooms.

a) Observational notes, conference notes, or student portfolios / reading journals will be used by the teacher to monitor and assess student progress in developing comprehension and fluency as well as an appreciation for authentic literature. Additionally, targeted professional development for all teachers in literacy development, particular emphasis on intergrating authentic literature into instruction, will help to effectively promote independent reading practice.

b) Teachers will be encouraged to maintain classroom libraries containing fiction and nonfiction materials at a range of levels appropriate for the students. The libraries will enhance and enrich reading instruction by offering students a variety of open-ended tasks to support reading instruction and may include print resources such as relevant leveled readers, journals, newspapers, magazines, and novels to promote mastery of comprehension and fluency. The libraries will also support students' opportunities for reading independently or participating in a guided reading group.

c) Lexile levels and Accelerated Reader levels will be used to determine the level of text being used. Once the level of required instruction is determined, teachers will utilize the appropriate level of text for independent reading, small group and whole group instruction in an effort to expose students to various forms of literature and to engage them in authentic purposeful reading.

d) All text and authentic literature will be leveled using the lexile scale and/or Accelerated Reader zones.

6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? (Include detail regarding how teachers will address the NGSSS in Reading and Language Arts in all content classrooms.)



Reading is an essential component that extends across the curriculum, all content area and elective teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. By using effective strategies from the Reading Coach, Reading and Language Arts teachers, content area and elective teachers will strive to increase literacy across the curriculum for all students. NGSSS Instructional Focus Calendars, based on data will also be used by them to align the instructional focus for reading and literacy. When available, reading coaches will also assist the teachers with learning and applying reading strategies in the content area. Content area teachers may be asked to provide TIER 2 and TIER 3 instruction to support students not mastering identified benchmarks on the Focus Calendar.

Students will also read high quality text closely and gain knowledge from the texts because:

A) A significant percentage of questions/tasks are to be text dependent. Aligned curriculum materials should include rigorous text dependent questions that require students to demonstrate that they are able to follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions can only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response. They do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Since, between 80-90% of the Reading Standards in each grade require text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions. These can and should be applied to building knowledge from multiple sources as well as making connections between texts and learned material, according to the principle that each source be read and understood carefully before moving to additional sources.

B) Questions and tasks require the use of textual evidence, including supporting logical inferences from the text. Students are required to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C) Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text. From time to time, curricula surrounding texts leaps too quickly into broad and wide open questions of interpretation before cultivating command of the details and specific ideas in the text.



D) Rather than emphasizing more general strategies and questions, text specific questions and tasks reinforce focus on the text and cultivate independence. Often a great deal of the time that could be spent on reading the text closely is spent on extensive pre-reading activities and instruction in reading strategies. Practices such as framing a big question in advance of reading or previewing a text may in fact deprive students of the rich discoveries and intellectual joy of encountering the way an author sets the agenda and unfolds ideas as well as details. Recommended reading strategies as well as broader questions and themes should be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text should provide opportunities for student independent work within and outside of class analyzing the text.

In addition, the Accelerated Reader Program will be implemented by every homeroom teacher to encourage students to participate in the program. Teachers will also have classroom libraries to encourage reading. The classroom libraries will serve as a mechanism that will encourage individual practice and autonomy. They can obtain AR points by reading books from the classroom library. All content-area teachers will be encouraged to set up a literacy-rich classroom, through use of classroom libraries, periodicals, a variety of appropriate texts, and word walls. All vocabulary used on the word walls will mirror the instruction for that subject area. Content area and elective teachers will incorporate reading and literacy instruction to assist students with achieving academic progress across the curriculum through reading and literacy.

7 How will writing be incorporated across the curriculum to deepen text to comprehension?

Literacy emerges when reading and writing are fully integrated, and the knowledge of one process reinforces knowledge and practice of the other. Gadsden district secondary students need multiple opportunities (i.e., on-demand prompts, reflection logs, research papers, creative writing, responding to literature, etc.) to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both. Teachers will have opportunities for professional development that will address all areas of writing and how it applies to all curricular areas. Reading Coaches will work closely with teachers to implement applicable writing strategies across the curriculum.

8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.



The district will utilize research-based programs to enhance reading skills for students participating in before school, after school, Saturday tutorials and summer reading programs. Some activities that will be utilized are: 1) Gadsden District School's Summer Reading Challenge - Grade level reading selections available at every school media center and the county's public library. This individual program allows students to read appropriate grade-level books. 2) Just Read, Families Building Better Readers presents Mysteries in the Middle Workshop - Grade level books to encourage students to continue to read. This program will be used to spark the interest of family and/or mentor reading. 3) For Teens, by Teens - Middle school students will be encouraged to participate in the program. This program will also allow students to share their recommendations of favorite book titles to read. It will be used for individual reading enhancement. 4) Accelerated Reader - This program will provide essential practice for the district's core reading program curriculum. It will give continuous feedback to personalize instruction for individual student success.

Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

9.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

9.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

9.4 Students in grades 6 and above with no FCAT scores?

The teacher and/or Reading Coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on those scores. Teachers will use the program assessment test from the core reading program and Read 180.

### High School Achievement and Instruction

**All information provided in this section details how this district will meet the reading needs of**



**all student subgroups identified under No Child Left Behind.**

1 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on March 31, 2011. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

Chart I

(This will open in a new browser)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

Describe your **Comprehensive Intervention Reading Programs (CIRP)** - A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). High school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students within grades 9-12, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.



READ 180 and Hampton Brown Edge are intensive reading intervention programs that help teachers of less proficient students in grades 9-12 build reading skills for grade level proficiency, using technology, print, and professional development. These programs directly address the individual needs of students through adaptive and instructional software, high-interest, authentic literature, and direct instruction in reading, writing, and vocabulary skills.

Ten year study of Read 180 reveals the following strengths of this program: 1) research-based (best practices) comprehension instructional techniques are used, 2) repetitive and multiple exposures to vocabulary, 3) immediate corrective feedback for students, and 4) scaffolding and differentiated instruction is consistently provided throughout the program.

Hampton Brown Edge is a core intervention program designed for high school students who have not mastered essential reading, writing, and language skills and are typically reading two or more years below grade level. The program equips students with the skills they need to succeed in an academic environment through use of systematic teaching and active participation. The materials, which include high-interest, multicultural literature selections, both fiction and non-fiction, engage and motivate adolescent readers.

Shorter, challenging texts that elicit close reading and re-reading will be provided regularly at each grade. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on close, sustained reading of complex text. Text that emphasizes the particular over the general and strives to focus on what lies within the four corners of the text will be selected. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

Novels, plays, and other extended readings will also be used to provide opportunities for close reading as well as research. Students will be required to read several longer texts during the year. Discussion of extended or longer texts will span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provides opportunities for close reading. Students will also be required to demonstrate that they can read larger volumes of material and extract knowledge and insight. Developing cognitive endurance is essential to all text based instruction.

Teachers will scaffold text which will enable all students to experience the complexity of the text, rather than avoid it. Many students will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support by the teacher will guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

## 2.2 Describe your **Supplemental Intervention Reading Programs(SIRP)** - Supplemental



Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**

Language of Literature, Reader's Handbook, Junior Great Books and other supplemental materials will provide an instructional platform for students needing additional support to improve phonics, fluency, vocabulary, and comprehension. Scaffolding, guided reading, independent reading and writing, and whole and small group instruction will build students' proficiency in reading.

Shorter, challenging texts that elicit close reading and re-reading will be provided regularly at each grade. The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. A high priority will be placed on close, sustained reading of complex text. Text that emphasizes the particular over the general and strives to focus on what lies within the four corners of the text will be selected. Such close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

Novels, plays, and other extended readings will also be used to provide opportunities for close reading as well as research. Students will be required to read several longer texts during the year. Discussion of extended or longer texts will span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provides opportunities for close reading. Students will also be required to demonstrate that they can read larger volumes of material and extract knowledge and insight. Developing cognitive endurance is essential to all text based instruction.

Teachers will scaffold text which will enable all students to experience the complexity of the text, rather than avoid it. Many student will need careful instruction—including effective scaffolding—to enable them to read at the appropriate level of text complexity. Effective scaffolding aligned with the Standards should result in the reader encountering the text on its own terms, providing helpful directions that focus students on the text. Follow-up support by the teacher will guide the reader when encountering places in the text where he or she might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention to key phrases and statements in the text, or the organization of ideas in the paragraph.

- 2.3 Describe your **educational technology** - Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant



instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.

All Gadsden County high school students will have access to educational technology for supplementary support in the area of reading. The Florida Department of Education provides students free access to online educational programs that are designed to enhance reading knowledge, such as: Florida Achieves/Focus and FCAT Explorer. In addition, the district provides student access to the Achieve 3000 program. These programs are designed to supplement and reinforce skills taught in the classroom, as well as, provide enrichment for higher achieving students. The computer-assisted programs will be used as a scheduled distributive model and/or lab session for students. Teachers will either accompany the students to the lab sessions or observe students' performance in the distributive classroom model. Weekly reports will be run and analyzed by the lab manager to assist teachers with ongoing data analysis and effective planning. Students are given opportunities during the school day and after-school to practice deficient areas in reading using these programs. All schools within the district have access to Renaissance Enterprise's Accelerated Reader. The program is designed to instill a love for reading in all students. Schools provide incentives to students meeting or exceeding their goals each month. The program provides teachers with the ability to monitor the daily progress of students in reading, while helping them to become life-long learners - readers.

3 Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement (1926 on FCAT or concordant score).

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and text reading efficiency must have an extended block of reading intervention. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This reading intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Districts may serve Level 2 students without decoding issues in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement and



classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

[http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

**Complete an Assessment/Curriculum Decision Tree (Chart J)** to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.



\*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart J using the link found in this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

Chart J - High School Assessment Curriculum Decision Tree  
(This will open in a new browser)

- 4 Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Be sure to address student motivation. Determinations for intensity of the intervention effort should be based on the most recent reliable and valid assessment data. **Please be sure to address the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores, keeping in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.**

Students who score Level 1 or 2 on FCAT Reading without issues in decoding or text reading efficiency according to Chart J will be scheduled into a Reading course using supplemental materials as needed to meet their needs in the area(s) of vocabulary and/or comprehension.

Students who score Level 1 or 2 on FCAT Reading with issues in decoding or text reading efficiency according to Chart J will be scheduled into an Intensive Reading course using READ 180 and other supplemental materials to meet their needs in the area(s) of fluency, vocabulary, and/or comprehension. These programs provide a research based framework for whole group instruction and differentiated small group instruction that align with the Florida Sunshine State Standards. Based on Chart J, students will need to meet certain criteria for placement. The goal is to move students as progress is made. This is a key factor in motivating students to work hard, close the gap, and eventually not need an intensive class. Each student will have a data folder so that they can progress monitor their data, too.

All students in grades 11 and 12 who have not met the FCAT Reading graduation requirement will be placed into the Intensive Reading course described above. Students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores will be placed into the Intensive Reading course described above; OR may receive reading instruction through a content area/elective course with a teacher who is Reading certified or who is working toward that certification.

- 5 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text.



In classrooms where READ 180 or Hampton Brown Edge is being implemented, the accompanying classroom libraries will be utilized. These classroom libraries will provide student access to authentic fiction and non-fiction texts and represent a range of levels, interests, genres, and cultures. In classrooms that are not using READ 180 or Hampton Brown Edge, teachers will work with the Reading Coach, Media Specialist, and Administrator to establish classroom libraries.

a) In classrooms utilizing READ 180 or Hampton Brown Edge, independent reading is implemented as part of the daily program requirements. In classrooms that are not using these programs, teachers will work with the Reading Coach and Media Specialist to identify appropriate reading materials for students to use during independent reading time, which will be part of their daily curriculum.

b) Teachers will be required to participate in professional development which addresses effective instructional practices that integrate the use of authentic literature; and how to arrange, utilize, and supply classroom libraries with appropriate literature based upon the instructional needs of each student. Specifically, level 1 and level 2 students will be provided frequent opportunities to experience authentic literature and to increase comprehension and fluency utilizing a wide variety of fiction and non-fiction texts.

c) Lexile levels, Accelerated Reader levels, and other research based readability practices will be used to determine the level texts being used.

d) Teachers will participate in professional development that identifies instructional strategies and prescribing methods that are scientifically-based and proven effective for assisting teachers with matching students to the appropriate level of text. By using lexile levels and Accelerated Reader levels, classroom teachers will be able to identify students' independent and instructional reading levels and to select appropriate levels of text.

6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in Reading and Language Arts in all content classrooms.



Reading is an essential component that extends across the curriculum. All content area and elective teachers will incorporate reading and literacy instruction into subject areas to extend and build discussions of text beyond minimal understanding. By using effective strategies from the Reading Coach, Reading and Language Arts teachers, content area and elective teachers will strive to increase literacy across the curriculum for all students. All content area and elective teachers will use the NGSSS Instructional Focus Calendars created by the Reading Leadership team to align curriculum throughout the day. Students may receive Tier 1, Tier 2 or Tier 3 instruction based on needs from the content area teachers.

During the summer, some content area teachers will acquire NGCAR-PD and will deliver content area reading to Level 2 readers in their classrooms. They will begin to use high quality text dependent questions and task strategies learned through the training. Among the highest priorities of instruction is that students can read closely and gain knowledge from texts.

A. A significant percentage of questions/tasks are to be text dependent. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text dependent questions will only be answered by careful scrutiny of the text, and specifically by referring to evidence from the text itself to support the response. Information or evidence from outside the text or texts will not be required. Between 80-90% of the Reading Standards in each grade require text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions. These can and should be applied to building knowledge from multiple sources as well as making connections between texts and learned material, according to the principle that each source be read and understood carefully before moving to additional sources.

B. Questions and tasks will require the use of textual evidence, including supporting logical inferences from the text. Students will be required to become more adept at drawing evidence from the text and explain that evidence orally and in writing. Aligned curriculum materials will include explicit models of high quality evidence-based answers to questions—samples of proficient student responses—about specific texts from each grade. Questions will require students to demonstrate that they follow the details of what is explicitly stated and are able to make non-trivial inferences beyond what is explicitly stated in the text to what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking and listening; an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.

C. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students will need to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned instruction should therefore require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, instruction should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Students can and should make connections between texts, but this activity must not supersede the close examination of each specific text.

D. Rather than emphasizing more general strategies and questions, text specific questions and



tasks that reinforce focus on the text and cultivate independence will be used. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught as a separate body of material. A significant portion of the time spent with each text will provide opportunities for student independent work within and outside of class analyzing the text.

7 How will writing be incorporated across the curriculum to deepen text comprehension?

Literacy emerges when reading and writing are fully integrated, and the knowledge of one process reinforces knowledge and practice of the other. Gadsden district secondary students need multiple opportunities to develop appropriate reading and writing strategies and to appreciate the interrelated qualities of both. Coaches will work closely with teachers to implement applicable writing strategies across the curriculum.

8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

Student planning agendas, instructional focus calendars, and daily Sunshine State Standards skills are tools that will be used to structure and coordinate reading enhancement and enrichment during before-school, after-school, and Saturday-school programs for struggling, non-struggling, and ESOL/LEP readers.

The district will utilize research-based programs to enhance reading skills for students participating in before school, after school, Saturday tutorials and summer reading programs. Some activities that will be utilized are: 1) Gadsden District School's Summer Reading Challenge - Grade level reading selections available at every school media center and the county's public library. This individual program allows students to read appropriate grade-level books. 2) Just Read, Families Building Better Readers presents High School Quiz Show Reading Workshop - Grade level books to encourage students to continue to read. This program will be used to spark the interest of family and/or mentor reading. 3) Accelerated Reader - This program will provide essential practice for the district's core reading program curriculum. It will give continuous feedback to personalize instruction for individual student success. 4) Classroom libraries - This is a wide variety of fiction and non-fiction varying grade-level classroom libraries that may be used individually or in group activities.

Eligibility will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Additionally, teacher administered assessments and anecdotal notes may be used to recommend students for participation in before school, after school, and summer school reading activities.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs:

Non-English speaking ELL students?

The district coordinator for ELL administers the IDEA Aural-Oral assessment to all students who answer yes on the home language survey to any of the following questions: Is there a language other than English spoken in the home, does the student speak a language other than English, and was the student's first language something other than English? If the test results indicate that the student is non-English speaking or limited English speaking, the student is placed in a developmental Language Arts class.

9.2 Students with severe speech/auditory impairments?

Students with severe speech/auditory impairments are administered the same assessments as "regular education students."

9.3 Students with severe vision impairments?

Students with severe vision impairments are administered the same assessments used with "regular education students" along with the assistance of ocular instruments.

9.4 Students in grades 9 and above with no FCAT scores?

The teacher and/or Reading Coach will administer the Florida Assessment for Instruction in Reading (FAIR) and work together to determine appropriate placement based on these scores. Teachers will use the program assessment test from Read 180 and progress monitor for fluent students.



# **Professional Development**



**Reading Endorsement Competency 1 - Foundations of Language Cognition**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Reading Endorsement Competency 1 - Foundations of Language Cognition

**Information about the delivery model:**

**Who will provide the professional development?**

NEFEC (FOLAC)

**Who is the targeted audience for the professional development?**

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach



Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Reading Endorsement Competency 1 - Foundations in Language Cognition (Beacon)

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

All 6-8 teachers who teach Intensive Reading to level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other



**Reading Endorsement Competency 2 - Foundations in Research-Based Practices**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 2 - Foundations in Research-Based Practices
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
FOR-PD - University of Central Florida
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers of level one students and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Online
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
<input type="checkbox"/> DOE Developed
<input checked="" type="checkbox"/> Favorable Review by FCRR
<input checked="" type="checkbox"/> Name of Researcher or Name of Scientific Study
University of Central Florida
<input type="checkbox"/> Report of the National Reading Panel
<input type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)
<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher

<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon)**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Reading Endorsement Competency 2 - Foundations in Research-Based Practices (Beacon)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Beacon Learning
<b>Who is the targeted audience for the professional development?</b>
Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)
<b>How will the professional development be delivered?</b>
Online
<b>What is the length of the professional development?</b>
60 hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other



Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competency 3 - Foundations of Assessment (Beacon)**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competency 3 - Foundations of Assessment (Beacon)

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Beacon Learning

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach
- Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.



Assistant Principal  
 Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff  
 District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC)**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School  
 Middle School  
 High School

**Name of Professional Development:**  
 Reading Endorsement Competency 3 - Foundations of Assessment (NEFEC)

**Information about the delivery model:**  
**Who will provide the professional development?**  
 NEFEC (ADAPT)

**Who is the targeted audience for the professional development?**  
 Secondary teachers of level one students and elementary teachers (by request)

**How will the professional development be delivered?**  
 Online

**What is the length of the professional development?**  
 60 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness  
 Phonics/Words Analysis  
 Fluency  
 Vocabulary  
 Comprehension  
 Assessment

Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach  
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
- Mentor Teacher

- Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- Assistant Principal  
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff  
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
- Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon)**

- Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School



- Middle School
- High School

**Name of Professional Development:**

Reading Endorsement Competencies 4 and 5 - Foundations of Differentiation (Beacon)

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

- Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

- Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Reading Endorsement Competency 6 - Practicum (Practical Experience) - PAEC

**Information about the delivery model:**

**Who will provide the professional development?**

Train the Trainer Model

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other



**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Reading Endorsement Competency 6 - Practicum (Practical Experience) - Beacon

**Information about the delivery model:**

**Who will provide the professional development?**

Beacon Learning

**Who is the targeted audience for the professional development?**

Secondary teachers of level one students, instructional leaders, and elementary teachers (by request)

**How will the professional development be delivered?**

Online

**What is the length of the professional development?**

60 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Beacon Learning

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff



District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

### NGCAR-PD Bundle

Chart is Identical to Previous Approved Version  New or Revised Chart

#### Chart A: Grade Level

Elementary School

Middle School

High School

#### Name of Professional Development:

NGCAR-PD Bundle

#### Information about the delivery model:

##### Who will provide the professional development?

Florida Department of Education and Gadsden Reading Coaches

##### Who is the targeted audience for the professional development?

Content Area Teachers

##### How will the professional development be delivered?

Face-to-Face

##### What is the length of the professional development?

90 hours

#### Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

#### Evidence of Scientific Basis

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

A representative from the Florida Department of Education will provide site-based follow-up as requested.

Other

Other

**Overview of District K-12 Comprehensive Reading Plan Update**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Overview of District K-12 Comprehensive Reading Plan Update



**Information about the delivery model:**

**Who will provide the professional development?**

The District Reading Contact and Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, and secondary teachers of reading and English

**How will the professional development be delivered?**

Face-to-Face Workshops

**What is the length of the professional development?**

One hour minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will followup by assisting teachers and/or modeling effective techniques at the school level.

- Mentor Teacher

- Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

<input type="checkbox"/> Publisher	
<input type="checkbox"/> Contracted Follow-up	
<input type="checkbox"/> FLaRE Coordinator	
<input type="checkbox"/> Reading First PD Coordinator	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	

**SRA Imagine It! Reading Program (K-5)**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version	<input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input checked="" type="checkbox"/> Elementary School	
<input type="checkbox"/> Middle School	
<input type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
SRA Imagine It! Reading Program (K-5)	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
SRA Trained Consultant(s), Gadsden Reading Coaches and/or classroom teachers	
<b>Who is the targeted audience for the professional development?</b>	
K-5th grade teachers of reading, ESE/ESOL teachers, elementary administrators, and elementary reading coaches	
<b>How will the professional development be delivered?</b>	
Face-to-Face Workshop(s)	
<b>What is the length of the professional development?</b>	
One-half day minimum per session	
<b>Professional Development in Assessment and the Five Components of Reading</b>	
<input checked="" type="checkbox"/> Phonemic Awareness	
<input checked="" type="checkbox"/> Phonics/Words Analysis	
<input checked="" type="checkbox"/> Fluency	
<input checked="" type="checkbox"/> Vocabulary	
<input checked="" type="checkbox"/> Comprehension	
<input checked="" type="checkbox"/> Assessment	
<input checked="" type="checkbox"/> Other	
Increasing and/or solidifying program knowledge to ensure implementing the instructional program with fidelity.	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Evidence of Scientific Basis</b>	
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)	
<input type="checkbox"/> DOE Developed	
<input checked="" type="checkbox"/> Favorable Review by FCRR	



Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Mentor teachers will model components of the program for fellow teachers.

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**SRA Imagine It! Workshop/Student Center Activities**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

SRA Imagine It! Workshop/Student Center Activities

**Information about the delivery model:**

**Who will provide the professional development?**

SRA Trained Consultant(s), Gadsden Reading Coaches, and Reading Professional Developer

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One half-day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Providing teachers with focused training on implementing Workshop as part of Differentiated Instruction, and structure intensive intervention sessions needed to teach students who are behind in reading.

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- Mentor Teacher

- Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff



District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

### Initial and Advanced Training Updates in the SRA Imagine It! Reading Program

Chart is Identical to Previous Approved Version  New or Revised Chart

#### Chart A: Grade Level

Elementary School

Middle School

High School

#### Name of Professional Development:

Initial and Advanced Training Updates in the SRA Imagine It! Reading Program

#### Information about the delivery model:

##### Who will provide the professional development?

SRA Trained Consultant(s), classroom teachers and Gadsden Reading Coaches

##### Who is the targeted audience for the professional development?

K-5th grade reading teachers, ESE/ESOL teachers, elementary reading coaches

##### How will the professional development be delivered?

Face-to-Face Workshop(s)

##### What is the length of the professional development?

One half-day minimum per session

#### Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Learn how to implement the SRA Imagine It! Reading Program and how to differentiate instruction to meet the needs of all students. Teachers will learn to use the Progress Reporter to plan and assess lessons in the core reading program.

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Mentor teachers will model to colleagues how to use specific components of the core reading program.

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

Contracted Follow-up will assist in the formulation and/or implementation of strategic instructional planning to deliver quality reading instruction and strategies.

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Six Components of Reading**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**



- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Six Components of Reading

**Information about the delivery model:**

**Who will provide the professional development?**

SRA Trained Consultant(s) and Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

3rd-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Scientifically Based Instruction**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**  
Scientifically Based Instruction

**Information about the delivery model:**

**Who will provide the professional development?**  
SRA Trained Consultant(s) and Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**  
K-5th grade teachers of reading, ESE/ESOL teachers, elementary reading coaches

**How will the professional development be delivered?**  
Face-to-Face Workshop(s)

**What is the length of the professional development?**  
One half-day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other  
Increasing or solidifying program knowledge to ensure implementing the instructional program with fidelity.

Other

Other



**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Print Rich Environment/Word Walls**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Print Rich Environment/Word Walls

**Information about the delivery model:**

**Who will provide the professional development?**

Gadsden Reading Coaches

**Who is the targeted audience for the professional development?**

K-5th grade teachers of reading, ESE/ESOL teachers, middle and high school reading teachers

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One hour minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Learn how to set up print rich environment and to integrate using the word walls throughout the day to enhance reading instruction.

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

- Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.



<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
K-5 Screening/Diagnostic Assessment and Data Analysis (i.e. Florida Assessment for Instruction in Reading)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Trained Facilitators
<b>Who is the targeted audience for the professional development?</b>
K-5th grade reading teachers, secondary reading and English teachers, ESE/ESOL teachers, elementary and secondary administrators, elementary and secondary reading coaches, Reading Assessment Teams, and Reading Leadership Teams
<b>How will the professional development be delivered?</b>
Face-to-Face Workshop(s)
<b>What is the length of the professional development?</b>
Four days
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input checked="" type="checkbox"/> Other
Learn how to administer and/or interpret results from the Florida Assessments for Instruction in Reading and to make data-driven decisions that guide instruction in reading.
<input type="checkbox"/> Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Just Read, Florida! Summer Professional Development Institute**

Chart is Identical to Previous Approved Version  New or Revised Chart



**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Just Read, Florida! Summer Professional Development Institute

**Information about the delivery model:**

**Who will provide the professional development?**

Just Read, Florida! along with PAEC

**Who is the targeted audience for the professional development?**

All teachers of reading

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

3 days

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

<input checked="" type="checkbox"/> Assistant Principal
Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Read 180 Training**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Read 180 Training
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultant(s) - Scholastic Read 180
<b>Who is the targeted audience for the professional development?</b>
All secondary teachers who teach level one students - Intensive Reading Course
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
Full day
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness
<input type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other



**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

Assistant Principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow up by assisting as needed to facilitate problem solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Informal Reading Inventories - Tools for Determining Student Reading Levels**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Informal Reading Inventories - Tools for Determining Student Reading Levels

**Information about the delivery model:**

**Who will provide the professional development?**

Reading Coaches

**Who is the targeted audience for the professional development?**

Secondary reading teachers and reading coaches (not formally trained in this area)

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Attendees of this workshop will learn how to administer and analyze a variety of Informal Reading Inventories (including Badar, Flynt Cooter and the Gates MacGinitie). This workshop will assist the classroom teacher in determining individual student reading levels and choosing appropriate books for guided reading. Teachers will have the opportunity to practice and apply their learning in this workshop.

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

Ohio State University - Fountas and Pinnell, Marie Clay

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

International Reading Association

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

Mentor Teacher

Principal



Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observation, and by evaluating instructional plans.

Assistant Principal

District Staff

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

### Guided Reading in a Balanced Literacy Program

Chart is Identical to Previous Approved Version  New or Revised Chart

#### Chart A: Grade Level

Elementary School

Middle School

High School

#### Name of Professional Development:

Guided Reading in a Balanced Literacy Program

#### Information about the delivery model:

##### Who will provide the professional development?

Reading Coaches

##### Who is the targeted audience for the professional development?

All reading and content area teachers, administrators, and reading coaches (not formally trained in this area)

##### How will the professional development be delivered?

Face-to-Face

##### What is the length of the professional development?

Full-day minimum per session

#### Professional Development in Assessment and the Five Components of Reading

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Attendees of this workshop will understand that Guided Reading scaffolds and supports readers as they negotiate texts and develop reading strategies. The workshop will address the essential components of Guided Reading including ongoing observation and assessment, dynamic grouping of readers, creating sets of leveled texts, selection and introduction of texts, lesson planning, teaching for strategies, and classroom management.

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Fountas and Pinnell, Marie Clay, International Reading Association

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

Mentor Teacher

Principal

Principal will follow up by conducting formal and/or informal conferences and observation in classroom walk-throughs.

Assistant Principal

District Staff

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Reading in the Content Area - Informational Non-Fiction Text Pre-reading and Reading Activities**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**



- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Reading in the Content Area - Informational Non-Fiction Text Pre-reading and Reading Activities

**Information about the delivery model:**

**Who will provide the professional development?**

Reading Coaches

**Who is the targeted audience for the professional development?**

All reading and content area teachers, Reading Assessment Teams, Reading Leadership Teams, administrators, and reading coaches (not formally trained in this area)

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

One-half day minimum per session

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Training in how to teach students strategies in reading informational text. The workshop will show the essential components of content area reading including activating prior knowledge, reading strategies, and metacognition. Those in the workshop will understand effective instructional tools to help students to achieve success in the content areas.

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

International Reading Association

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by conferencing with teachers and observation in classroom walk-throughs.

Mentor Teacher

<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting formal and/or informal conferences and observation in classroom walk-throughs.
<input type="checkbox"/> Assistant Principal
<input type="checkbox"/> District Staff
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Competency 1 - District Approved College Course**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Competency 1 - District Approved College Course
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
College Instructor
<b>Who is the targeted audience for the professional development?</b>
K-12 teachers seeking the reading endorsement
<b>How will the professional development be delivered?</b>
Face-to-face or on-line
<b>What is the length of the professional development?</b>
3 semester hours
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input checked="" type="checkbox"/> Phonemic Awareness
<input checked="" type="checkbox"/> Phonics/Words Analysis
<input checked="" type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Vocabulary
<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> Assessment
<input type="checkbox"/> Other
<input type="checkbox"/> Other



Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLaRE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Competency 2 - District Approved College Course**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Competency 2 - District Approved College Course

**Information about the delivery model:**

**Who will provide the professional development?**

College instructor

**Who is the targeted audience for the professional development?**

K-12 teachers seeking the reading endorsement

**How will the professional development be delivered?**

Face-to-face oron-line

**What is the length of the professional development?**

3 semester hours

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher



<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Competency 3 - District Approved College Course**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version	<input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>	
<input checked="" type="checkbox"/> Elementary School	
<input checked="" type="checkbox"/> Middle School	
<input checked="" type="checkbox"/> High School	
<b>Name of Professional Development:</b>	
Competency 3 - District Approved College Course	
<b>Information about the delivery model:</b>	
<b>Who will provide the professional development?</b>	
College Instructor	
<b>Who is the targeted audience for the professional development?</b>	
K-12 teachers seeking the reading endorsement	
<b>How will the professional development be delivered?</b>	
Face-to-face or on-line	
<b>What is the length of the professional development?</b>	
3 semester hours	
<b>Professional Development in Assessment and the Five Components of Reading</b>	
<input checked="" type="checkbox"/> Phonemic Awareness	
<input checked="" type="checkbox"/> Phonics/Words Analysis	
<input checked="" type="checkbox"/> Fluency	
<input checked="" type="checkbox"/> Vocabulary	
<input checked="" type="checkbox"/> Comprehension	
<input checked="" type="checkbox"/> Assessment	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<input type="checkbox"/> Other	
<b>Evidence of Scientific Basis</b>	
<input type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR)	
<input type="checkbox"/> DOE Developed	
<input type="checkbox"/> Favorable Review by FCRR	
<input type="checkbox"/> Name of Researcher or Name of Scientific Study	

<input checked="" type="checkbox"/> Report of the National Reading Panel
<input checked="" type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)
<input type="checkbox"/> USDOE Developed ~ Put Reading First
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input type="checkbox"/> Reading Coach
<input type="checkbox"/> Mentor Teacher
<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input checked="" type="checkbox"/> District Staff
District staff will review official transcript to assure competency content and specific indicators have been met.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Competency 4 and 5 - District Approved College Course**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input checked="" type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Competency 4 and 5 - District Approved College Course
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
College Instructor
<b>Who is the targeted audience for the professional development?</b>
K-12 teachers seeking the reading endorsement



**How will the professional development be delivered?**

Face-to-face or online

**What is the length of the professional development?**

3 semester hours

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

Reading Coach

Mentor Teacher

Principal

Assistant Principal

District Staff

District staff will review official transcript to assure competency content and specific indicators have been met.

Publisher

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

District Advanced FAIR Master Trainers and Just Read, Florida! Consultants

**Who is the targeted audience for the professional development?**

All teachers and reading coaches that will be training teachers to administer the FAIR assessment.

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

Four days Day 1 - Grades K-2 - How to Administer the Assessments Day 2 - Grades K-2 - Instructional Implications  
Day 3 - Grades K-2 - PMRN Reports Day 4 - Grades 3-5 - How to Administer Assessments, Instructional Implications and PMRN

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.
<input checked="" type="checkbox"/> Assistant Principal
Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> District Staff
District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLARE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12)**

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Florida Assessment for Instruction in Reading (FAIR) Training for Master Trainers (6-12)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
District Advanced Master Trainers and Just Read, Florida! Consultants
<b>Who is the targeted audience for the professional development?</b>
All teachers and reading coaches that will be training teachers to administer the FAIR Assessment
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>

1 day Day 1 - All components - How to Administer Assessments, Instructional Implications & PMRN

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the assessment.

- Mentor Teacher

- Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

- Assistant Principal

Assistant principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

- Publisher

- Contracted Follow-up

- FLARE Coordinator

- Reading First PD Coordinator

- Other



Other

Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Florida Assessment for Instruction in Reading (FAIR) Training for Elementary Reading Teachers (K-5)

**Information about the delivery model:**

**Who will provide the professional development?**

Teachers that have been trained as master trainers in FAIR

**Who is the targeted audience for the professional development?**

All elementary reading teachers that will be administering the FAIR assessment

**How will the professional development be delivered?**

Face-to-face

**What is the length of the professional development?**

K and 1st Grade - 12.5 hours (spread out over a period of time) How to administer assessment - 6 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 2nd Grade - 10.5 hours (spread out over a period of time) How to administer assessment - 4 hours; K-2 Data Entry - 1 1/2 hours; K-2 Electronic Scoring Tool - 1 hour; K-2 Instructional Implications - 4 hours 3rd-5th Grade - 5.5 hours (spread out over a period of time) How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 3-5 Instructional Implications - 3 hours

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> Mentor Teacher The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> Principal Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.
<input checked="" type="checkbox"/> Assistant Principal Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.
<input checked="" type="checkbox"/> District Staff District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.
<input type="checkbox"/> Publisher
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)**

<input checked="" type="checkbox"/> Chart is Identical to Previous Approved Version <input type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Florida Assessment for Instruction in Reading (FAIR) Training for Secondary Teachers (6-12)
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Teachers that have been trained as master trainers in FAIR
<b>Who is the targeted audience for the professional development?</b>
All secondary reading, intensive reading and content area teachers that will be administering the FAIR assessment
<b>How will the professional development be delivered?</b>
Face-to-face



**What is the length of the professional development?**

5 hours for reading/intervention teachers and 3.5 hours for content area teachers (spread out over a period of time)  
Reading/Intervention Teachers - How to administer assessment - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 2 1/2 hours  
Content Area Teachers - How to administer - 1 1/2 hours; 3-12 Web-Based Assessment Module (WAM) - 1 hour; 6-12 Instructional Implications - 1 hour

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

The reading coach will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- Mentor Teacher

The master trainer will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- Principal

Principal will conduct frequent Classroom Walk-throughs to observe proper administration of the FAIR assessment.

- Assistant Principal

Assistant Principal will follow up by assisting teachers in the proper implementation of administering the FAIR assessment.

- District Staff

District staff will conduct walk-throughs to observe proper administration of the FAIR assessment.

- Publisher

- Contracted Follow-up

- FLARE Coordinator

<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Achieve 3000 Training**

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
Achieve 3000 Training
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
Consultant(s) - Achieve 3000
<b>Who is the targeted audience for the professional development?</b>
All secondary teachers
<b>How will the professional development be delivered?</b>
Face-to-Face
<b>What is the length of the professional development?</b>
One-half day minimum
<b>Professional Development in Assessment and the Five Components of Reading</b>
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics/Words Analysis <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Evidence of Scientific Basis</b>
<input checked="" type="checkbox"/> Just Read, Florida! Developed or Approved (Including FLaRE, Reading First PD, NEFEC, FCRR) <input type="checkbox"/> DOE Developed <input checked="" type="checkbox"/> Favorable Review by FCRR <input type="checkbox"/> Name of Researcher or Name of Scientific Study
<input type="checkbox"/> Report of the National Reading Panel
<input type="checkbox"/> Preventing Reading Difficulties in Young Children
<input type="checkbox"/> University of Oregon (DIBELS)



USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

Assistant Principal

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Glencoe Literature Florida Treasures**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**

Glencoe Literature Florida Treasures

**Information about the delivery model:**

**Who will provide the professional development?**

Consultant(s) - McGraw-Hill Glencoe

**Who is the targeted audience for the professional development?**

Middle and High School Language Arts Teachers and Reading Coaches

**How will the professional development be delivered?**

Face-to-Face Workshop(s)

**What is the length of the professional development?**

Full Day

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

- Mentor Teacher

- Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

- Assistant Principal

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff

District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

- Publisher

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

- Contracted Follow-up

- FLARE Coordinator



Reading First PD Coordinator

Other

Other

Other

**Hampton-Brown Edge**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**  
Hampton-Brown Edge

**Information about the delivery model:**

**Who will provide the professional development?**  
Consultant(s) - Hampton-Brown Edge

**Who is the targeted audience for the professional development?**  
Reading teachers working with Level 1 and Level 2 students

**How will the professional development be delivered?**  
Face-to-Face Workshop(s)

**What is the length of the professional development?**  
Full-day

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach  
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal  
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

Assistant Principal  
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff  
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

Publisher  
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other

**Waterford Early Learning**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School

Middle School

High School

**Name of Professional Development:**  
Waterford Early Learning

**Information about the delivery model:**

**Who will provide the professional development?**  
Consultant(s)-Pearson

**Who is the targeted audience for the professional development?**  
Kindergarten through second grade teachers

**How will the professional development be delivered?**  
Face-to-Face



**What is the length of the professional development?**

Full-day

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)

DOE Developed

Favorable Review by FCRR

Name of Researcher or Name of Scientific Study

Report of the National Reading Panel

Preventing Reading Difficulties in Young Children

University of Oregon (DIBELS)

USDOE Developed ~ Put Reading First

Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.

Assistant Principal

Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

Publisher

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLARE Coordinator

Reading First PD Coordinator

<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Kaleidoscope**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

- Elementary School
- Middle School
- High School

**Name of Professional Development:**

Kaleidoscope

**Information about the delivery model:**

**Who will provide the professional development?**

SRA Consultant(s), District Reading Coach and School Reading Coaches

**Who is the targeted audience for the professional development?**

Reading teachers in grades 2-5

**How will the professional development be delivered?**

Face-to-Face

**What is the length of the professional development?**

Full-day

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved (Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<b>Follow-up provided by:</b>
<input checked="" type="checkbox"/> Reading Coach
Reading Coach will follow up by assisting teachers and/or modeling effective techniques at the school level.
<input type="checkbox"/> Mentor Teacher
<input checked="" type="checkbox"/> Principal
Principal will follow up by conducting frequent Classroom Walk-throughs for formal and/or informal observations, and by evaluating instructional plans.
<input checked="" type="checkbox"/> Assistant Principal
Assistant principal will follow up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.
<input checked="" type="checkbox"/> District Staff
District staff will follow up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.
<input checked="" type="checkbox"/> Publisher
Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.
<input type="checkbox"/> Contracted Follow-up
<input type="checkbox"/> FLaRE Coordinator
<input type="checkbox"/> Reading First PD Coordinator
<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**SRA Corrective Reading - Decoding**

<input type="checkbox"/> Chart is Identical to Previous Approved Version <input checked="" type="checkbox"/> New or Revised Chart
<b>Chart A: Grade Level</b>
<input type="checkbox"/> Elementary School
<input checked="" type="checkbox"/> Middle School
<input checked="" type="checkbox"/> High School
<b>Name of Professional Development:</b>
SRA Corrective Reading - Decoding
<b>Information about the delivery model:</b>
<b>Who will provide the professional development?</b>
SRA Consultant(s), District Reading Coach and School Reading Coaches
<b>Who is the targeted audience for the professional development?</b>
Intensive Reading Teachers (6-10)
<b>How will the professional development be delivered?</b>
Face - to - Face

**What is the length of the professional development?**

Full day

**Professional Development in Assessment and the Five Components of Reading**

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Other

Other

Other

**Evidence of Scientific Basis**

- Just Read, Florida! Developed or Approved  
(Including FLARE, Reading First PD, NEFEC, FCRR)
- DOE Developed
- Favorable Review by FCRR
- Name of Researcher or Name of Scientific Study

- Report of the National Reading Panel
- Preventing Reading Difficulties in Young Children
- University of Oregon (DIBELS)
- USDOE Developed ~ Put Reading First
- Other

Other

Other

**Follow-up provided by:**

- Reading Coach

Reading Coach will follow-up by assisting teachers and/or modeling effective techniques at the school level.

- Mentor Teacher

- Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations and by evaluating instructional plans.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem-solving and helping to create an effective instructional literacy environment.

- Publisher

Publisher will follow-up by assigning highly experienced consultants to provide guidance and support with program implementation.

- Contracted Follow-up

- FLARE Coordinator

- Reading First PD Coordinator



<input type="checkbox"/> Other
<input type="checkbox"/> Other
<input type="checkbox"/> Other

**Junior Great Books**

Chart is Identical to Previous Approved Version  New or Revised Chart

**Chart A: Grade Level**

Elementary School  
 Middle School  
 High School

**Name of Professional Development:**  
 Junior Great Books

**Information about the delivery model:**

**Who will provide the professional development?**  
 Consultants and School Reading Coach

**Who is the targeted audience for the professional development?**  
 Secondary teachers

**How will the professional development be delivered?**  
 Face-to-Face

**What is the length of the professional development?**  
 Full Day

**Professional Development in Assessment and the Five Components of Reading**

Phonemic Awareness  
 Phonics/Words Analysis  
 Fluency  
 Vocabulary  
 Comprehension  
 Assessment  
 Other

Other

Other

**Evidence of Scientific Basis**

Just Read, Florida! Developed or Approved  
 (Including FLARE, Reading First PD, NEFEC, FCRR)  
 DOE Developed  
 Favorable Review by FCRR  
 Name of Researcher or Name of Scientific Study

Report of the National Reading Panel  
 Preventing Reading Difficulties in Young Children  
 University of Oregon (DIBELS)  
 USDOE Developed ~ Put Reading First  
 Other

Other

Other

**Follow-up provided by:**

Reading Coach

Reading Coach will follow-up by assisting and/or modeling effective techniques at the school level.

Mentor Teacher

Principal

Principal will follow-up by conducting frequent classroom walk-throughs for formal and/or informal observations and by evaluating instruction.

Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning, sequencing, and/or maximizing instructional delivery models.

District Staff

District Staff will follow-up by assisting as needed to facilitate problem-solving and helping to create an effective instructional environment

Publisher

Publisher will follow by assigning highly experienced consultants to provide guidance and support with program implementation.

Contracted Follow-up

FLaRE Coordinator

Reading First PD Coordinator

Other

Other

Other



**Elementary School  
Student Achievement and Instruction  
Charts**



Chart C

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1112

School Name	CCRP	SIRP	CIRP	Educational Technology	Reading Instruction Minutes Per Day	Assessments (K-2):	Assessments (3-5):	Immediate Intensive Intervention Minutes Per Day	Immediate Intensive Intervention Days Per Week	Group Size Cap for Immediate Intensive Intervention
CARTER PARRAMORE ACADEMY 0231	SRA Imagine It-4,5 Other:	Elements of Reading Vocabulary-4,5 Other: Treasures (4-5)	Kaleidoscope-4,5 Other:	FCAT Explorer (4-5) Achieve 3000 (4-5) SuccessMaker (4-5) Accelerated Reader (4-5)	K : 0 1 : 0 2 : 0 3 : 0 4 : 90 5 : 90 6 : 0	<b>Screening</b> NA  <b>Progress monitoring reported</b> NA <b>Diagnostic</b> NA  <b>Outcome</b> NA  <b>Other</b> The school does not contain students in grades K-2.	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Diagnostic: LAB Assessments and Teacher Made Assessments (4-5) Outcome Measures: FCAT SSS (4-5)	K : 0 1 : 0 2 : 0 3 : 0 4 : 30 5 : 30 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 5 5 : 5 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 8 5 : 8 6 : 0
CHATTAHOOCHEE 0151	SRA Imagine It-K,1,2,3,4,5 Other: Glencoe Literature Florida Treasures (6)	Elements of Reading Vocabulary-K,1,2,3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5) Great Leaps	Kaleidoscope-3,4,5,6 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5) Read 180 (6)	Pearson Digital: *SuccessMaker - K-6 *Waterford - PK-2 Accelerated Reader (K-6) FCAT Explorer (3-6)	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (Kdg), STAR Literacy (K-2) Progress Monitoring: SRA Imagine It! Assessments (K-2) Outcome Measure: SAT 10(K-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: SRA Imagine It! Assessments (3-5) CIM Assessments (3-6) Outcome Measure: FCAT NGSSS(3-6)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 8
	SRA Imagine It-K,1,2,3,4,5 Other: SRA Open	Other: Core Supplementary (Reteach,	Kaleidoscope-3,4,5 Other:	FCAT Explorer Florida Achieves		<b>Screening</b> Florida Assessments for Instruction in Reading	<b>Screening</b> Florida Assessments for Instruction in Reading			



CROSSROAD ACADEMY 9104	Court PK	Challenge, ELL)K-6			<b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading <b>Outcome</b> Florida Assessments for Instruction in Reading <b>Other</b> Progress Monitoring: Fluency Probes (K-2) Outcome Measures: SAT 10 (K-2)	<b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading <b>Outcome</b> Florida Assessments for Instruction in Reading <b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 3 1 : 3 2 : 3 3 : 3 4 : 3 5 : 3 6 : 0
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A	Other: N/A		<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	<b>Screening</b> N/A  <b>Progress monitoring reported</b> N/A <b>Diagnostic</b> N/A  <b>Outcome</b> N/A  <b>Other</b> N/A	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0	K : 0 1 : 0 2 : 0 3 : 0 4 : 0 5 : 0 6 : 0
GADSDEN MAGNET 0101	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3 Other: SRA Imagine It! Intervention Materials (K- 5) PALS (K-2)	Other: SRA Imagine It! Intervention Materials (K- 5) PALS (K-2)	SuccessMaker (K-6) FCAT Explorer (3-6) Accelerated Reader (K-6)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b>	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b>	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5

					Screening: FLKRS (K) Progress Monitoring: SAT 10 Simulations (1-2) Diagnostic: FLKRS (K) Outcome Measures; SAT 10 (1-2)	Progress Monitoring: FCAT Simulations (3-6) Outcome Measures: FCAT SSS (3-6)				
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Scott Foresman Reading Street- K,1,2,3,4,5 Other: Glencoe: 6	Fast ForWord- 3,4,5,6 Other: K-2: Skills for Success, HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics, Compass Learning, Reading A to Z Tutor, Hooked on Phonics (3-4 only), HeadSprout, Skills Tutor, Raz-Kids, Hooked on Phonics (3-4 only), Reading A to Z, Book Club, Talented Literature Study (Junior Great Books), PACE Grades 3-6	Other: Students in K- 2: Skills Tutor, HeadSprout, Hooked on Phonics, Reading A to Z Students in 3- 5: Skills Tutor, Hooked on Phonics (3-4 only), FastForWord (3-8)	The core reading program provided via a propriety Learning Management System, offers synchronous and asynchronous learning opportunities with teachers using Elluminate, message boards, proprietary teachlets, 1-Text Books, interactive curriculum tools, online partner resources (samples provided below), and webmail. "Educational Technology and Online Learning" is a required course for all students K-8, and "Keyboarding" is optional for students in grades 6-8. Finally, the supplemental and comprehensive intensive reading interventions are also "educational technology." K to the 8th Power, Brain POP, Discovery Learning, Groiler Online, EBSCO Reading Data Base for teachers and students	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 90	<b>Screening</b> See "Other"  <b>Progress monitoring reported</b> See "Other"  <b>Diagnostic</b> See "Other"  <b>Outcome</b> See "Other"  <b>Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.	<b>Screening</b> See "Other"  <b>Progress monitoring reported</b> See "Other"  <b>Diagnostic</b> See "Other"  <b>Outcome</b> See "Other"  <b>Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by student's home district.	K : 150 1 : 150 2 : 150 3 : 150 4 : 150 5 : 150 6 : 150	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 5	K : 20 1 : 20 2 : 20 3 : 20 4 : 20 5 : 20 6 : 20
	SRA	Elements of	Kaleidoscope	FCAT Explorer		<b>Screening</b>	<b>Screening</b>			



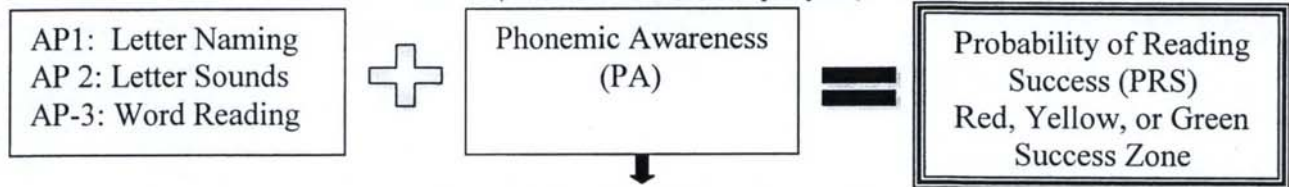
GEORGE W. MUNROE 0041	Imagine It- K,1,2,3,4,5 Other:	Reading Vocabulary- K,1,2,3 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	2,3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	(3-5) Florida Achieves (3-5) Success Maker (K-2) Accelerated Reader (K-5) Waterford (K-2)	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) Progress Monitoring: Fluency Probes (K-2) and CIM Assessments (K-2) Outcome Measure: SAT 10 (1-2)	Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (3-5) and CIM Assessments (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 3 1 : 3 2 : 4 3 : 4 4 : 5 5 : 5 6 : 0
GREENSBORO 0141	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Kaleidoscope- 3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Pearson Digital K-5 FCAT Explorer (K-5) Accelerated Reader (K-5) SRA Imagine It! eSuite Data Director	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	Screening Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) and SAT 10(2) Progress Monitoring: Fluency Probes (1-2) and CIM Assessments (1-2)	Screening Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6 6 : 0
GRETNA 0171	SRA Imagine It- K,1,2,3,4,5 Other:	Elements of Reading Vocabulary- K,1,2,3 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Kaleidoscope- 3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Success Maker (K-5) Accelerated Reader (K-5) FCAT Explorer (3-5)	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90	Screening Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading	Screening Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8

					6 : 0	<b>Other</b> Screening: FLKRS (K) and SAT 10 (2) Progress Monitoring: Fluency Probes (1-2) Outcome Measure: SAT 10 (1-2)	<b>Other</b> Progress Monitoring: Fluency Probes (3-5) Outcome Measure: FCAT SSS (3-5)	6 : 0	6 : 0	6 : 0
HAVANA 0091	SRA Imagine It-K,1,2,3,4,5 Other:	Elements of Reading Vocabulary-K,1,2,3 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	Kaleidoscope-2,3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	SuccessMaker 3 (K-5) Accelerated Reader (K-5) FCAT Explorer (3-5) Waterford (K-2) Datadirector(3-5)	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (K) Progress Monitoring: Core Reading Benchmark Assessments (K-2), Fluency Probes (K-2), STAR Literacy, CIM Focus	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: Core Reading Benchmark Assessments (3-5), Fluency Probes (3-5), CIM Focus Calendar Assessments (3-5), Havana Writes Upon	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 6 1 : 6 2 : 6 3 : 6 4 : 6 5 : 6 6 : 0
ST. JOHNS 0191	SRA Imagine It-K,1,2,3,4,5 Other:	Elements of Reading Vocabulary-K,1,2,3 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5) FCRR	Kaleidoscope-3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-5)	SuccessMaker Accelerated Reader FCAT Explorer	K : 90 1 : 90 2 : 90 3 : 90 4 : 90 5 : 90 6 : 0	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Screening: FLKRS (Kdg), STAR Literacy (K-2) Progress Monitoring: SRA Imagine It! Assessments (K-2) Outcome Measure: SAT 10(K-2)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b> Florida Assessments for Instruction in Reading  <b>Outcome</b> Florida Assessments for Instruction in Reading  <b>Other</b> Progress Monitoring: SRA Imagine It! Assessments (3-5) CIM Assessments (3-6) Outcome Measure: FCAT SSS(3-6)	K : 30 1 : 30 2 : 30 3 : 30 4 : 30 5 : 30 6 : 0	K : 5 1 : 5 2 : 5 3 : 5 4 : 5 5 : 5 6 : 0	K : 8 1 : 8 2 : 8 3 : 8 4 : 8 5 : 8 6 : 0
	SRA Imagine It-K,1,2,3,4,5 Other:	Elements of Reading Vocabulary-K,1,2,3 Other: PALS (K-2) Great Leaps (K-3)	Kaleidoscope-2,3,4,5 Other: PALS (K-2) SRA Imagine It! Intervention Materials (K-3)	CCC Success Maker (K-5) FCAT Explorer (3-5) Focus Achievement Series (3-5) Accelerated Reader (K-5)	K : 120	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b>	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported</b> Florida Assessments for Instruction in Reading  <b>Diagnostic</b>	K : 30	K : 5	K : 5

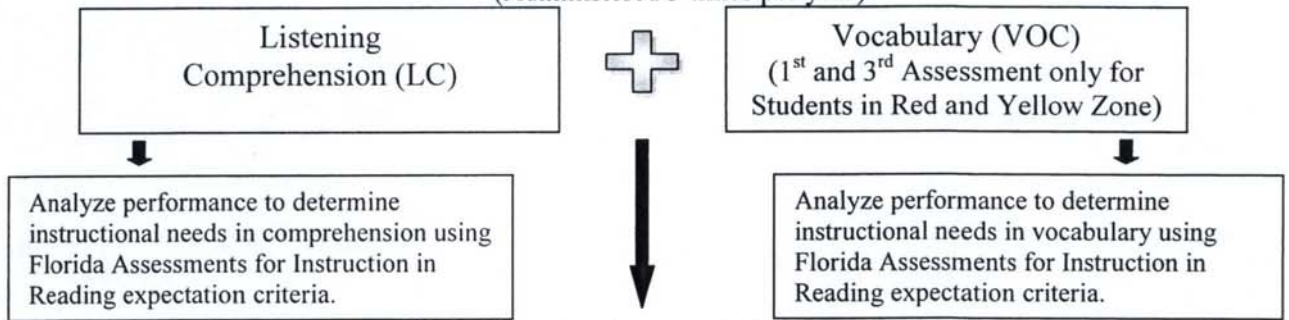


STEWART STREET 0201	Leap Frog (K-3) SRA Imagine It! Intervention Materials (K-5)	Imagine It! eSuite (K-5)	1 : 120	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	1 : 30	1 : 5	1 : 5
			2 : 120			2 : 30	2 : 5	2 : 5
			3 : 120	<b>Outcome</b>	<b>Outcome</b>	3 : 30	3 : 5	3 : 5
			4 : 90	Florida Assessments for Instruction in Reading	Florida Assessments for Instruction in Reading	4 : 30	4 : 5	4 : 5
			5 : 90			5 : 30	5 : 5	5 : 5
			6 : 0	<b>Other</b>	<b>Other</b>	6 : 0	6 : 0	6 : 0
			Screening: FLKRS (K)	Progress Monitoring: Core Reading Benchmark Assessments (3-5) and Focus CIM Assessments (3-5)				
			Progress Monitoring: Focus CIM Assessments (K-2)	Outcome Measure: FCAT SSS (3-5)				
			Core Reading Benchmark Assessments (1-2)					

Kindergarten Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)

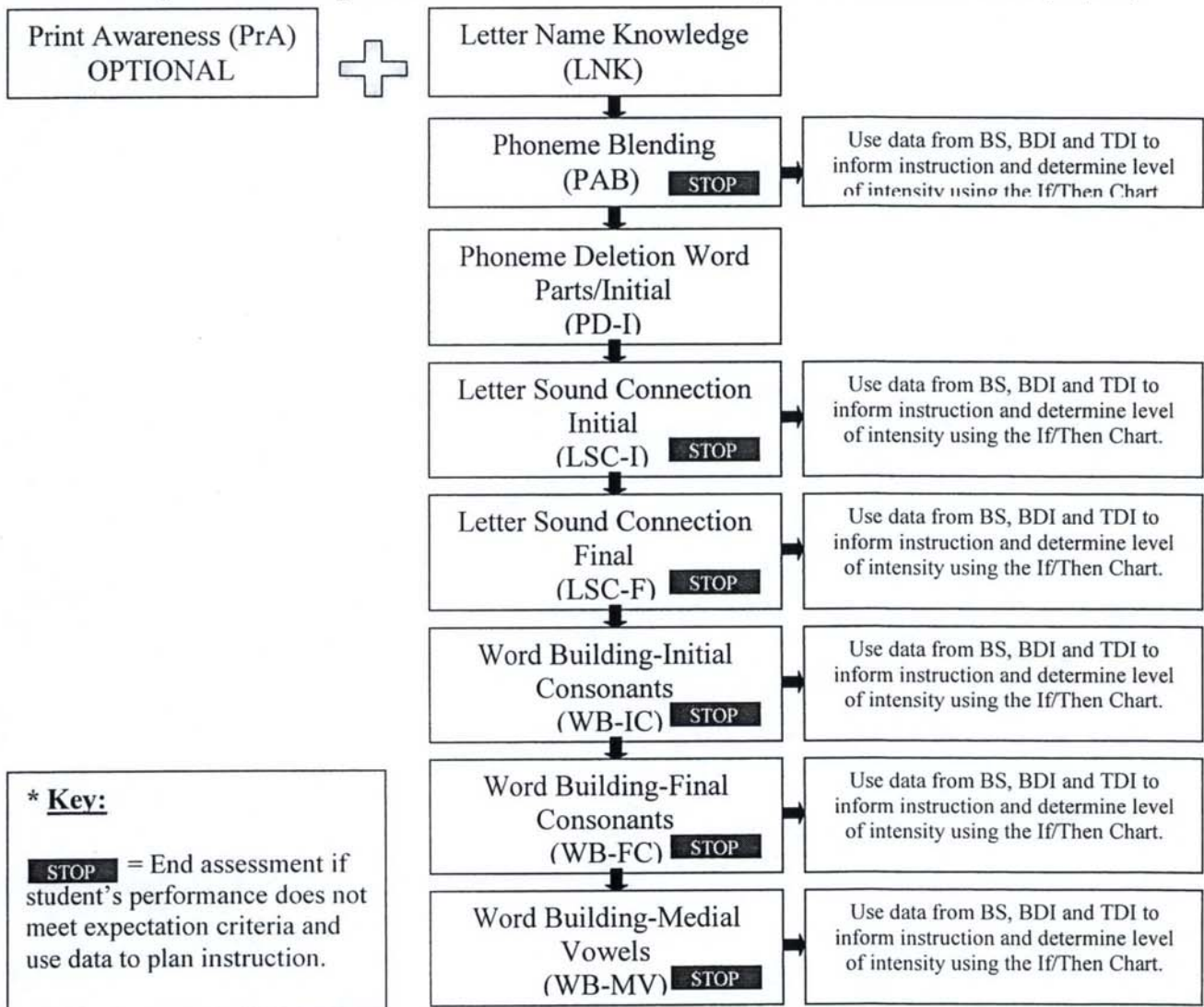


**Broad Diagnostic Inventory (BDI)**  
 (Administered 3 times per year)



**\* Targeted Diagnostic Inventory (TDI)**

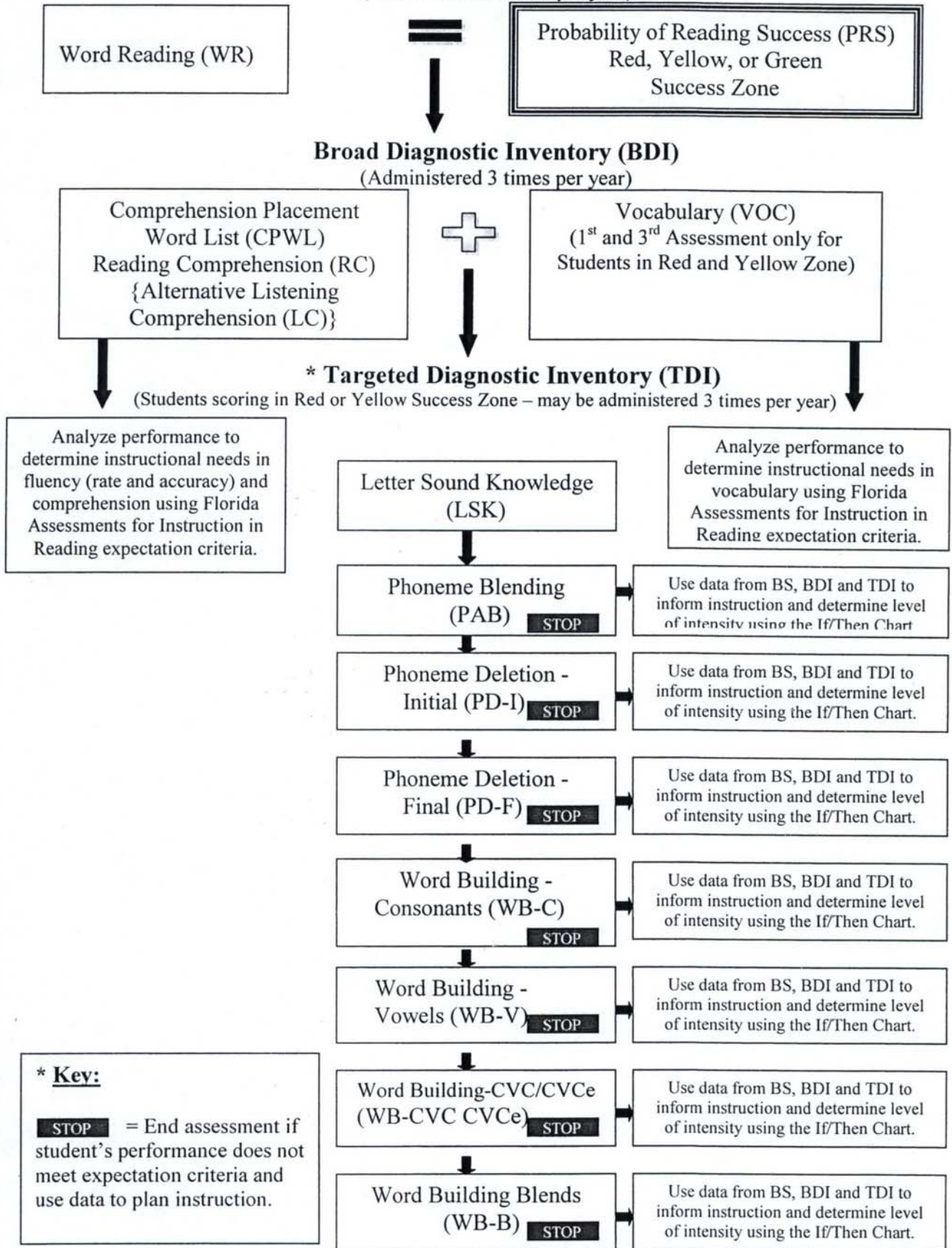
(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



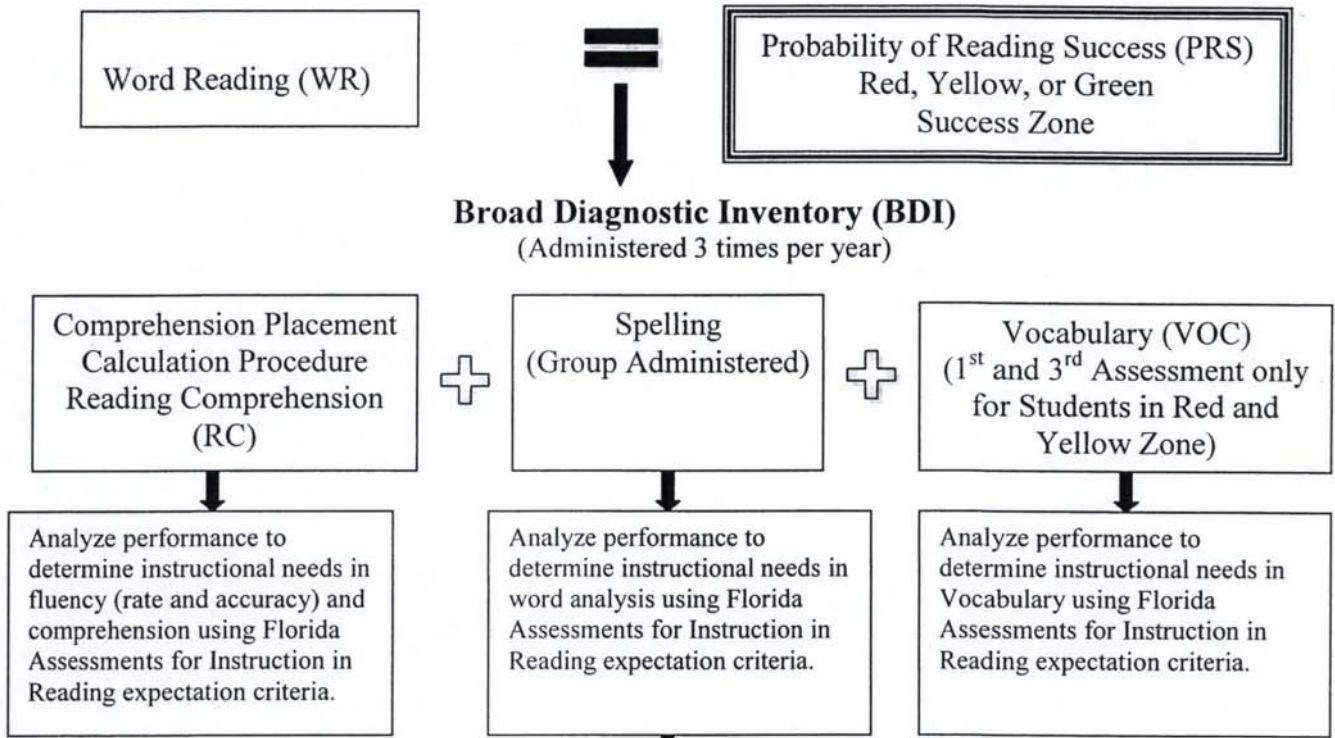
**\* Key:**  
**STOP** = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.



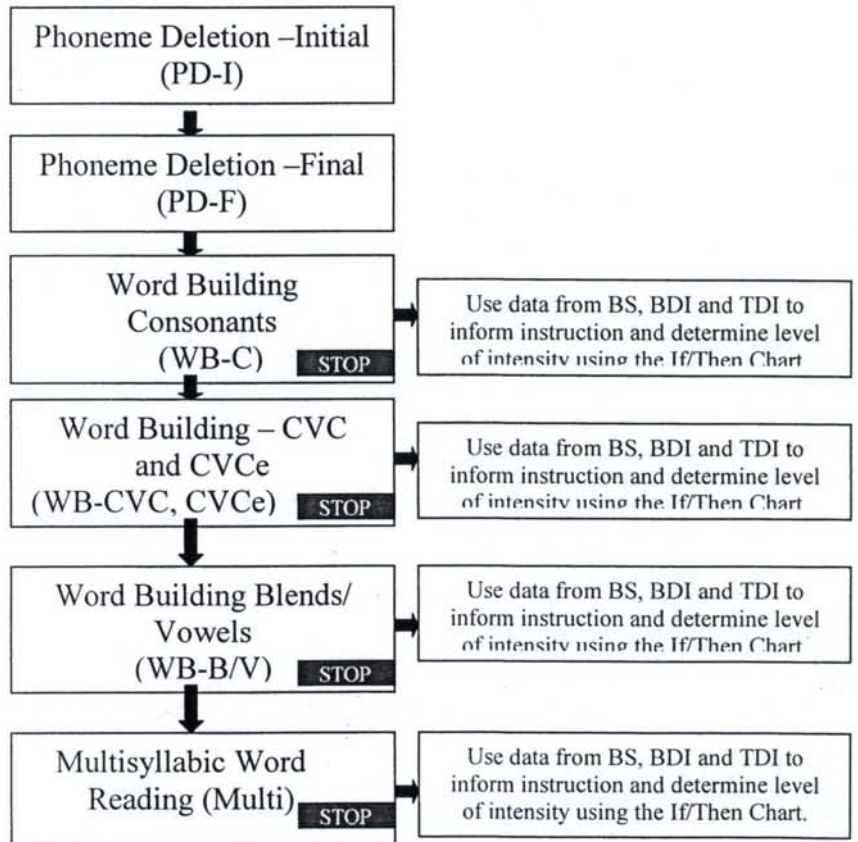
1<sup>st</sup> Grade Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



2nd Grade Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
 (Administered 3 times per year)



**\* Targeted Diagnostic Inventory (TDI)**  
 (Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**\* Key:**

**STOP** = End assessment if student's performance does not meet expectation criteria and use data to plan instruction.

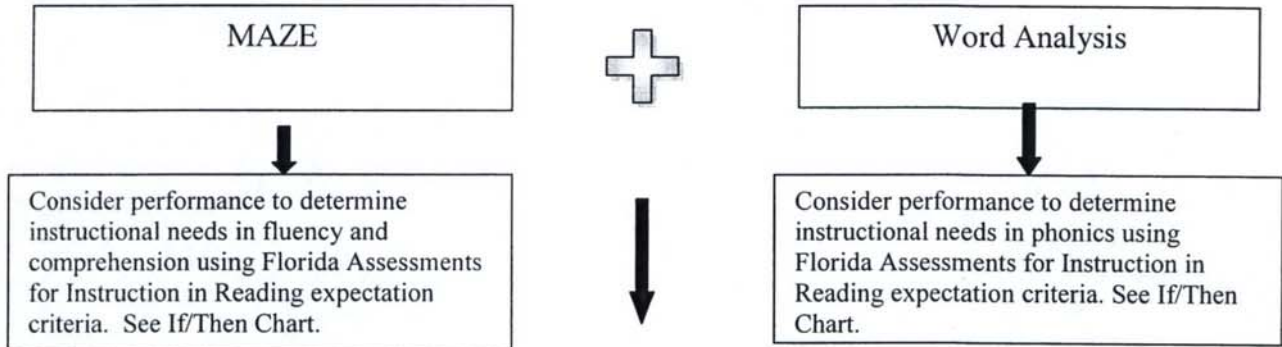


Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<b>Kindergarten – 2<sup>nd</sup> Grade</b>  Administer FAIR	Assessment Period 1: August/ September 2011  Assessment Period 2: December 2011  Assessment Period 3: March 2012	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening/Reading Comprehension score is 4 or above	Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> </ul>
	Student’s Probability of Reading Success (PRS) score is at or above 85% (Green Success Zone) and Listening Comprehension/Reading score is 3 or below	<ul style="list-style-type: none"> <li>• Determine the breakdown of explicit and implicit questions.</li> <li>• Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> </ul>	
	Student’s Probability of Reading Success (PRS) score is 16- 84% (Yellow Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Because there is a wide discrepancy between students scoring in the yellow success zone, use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students.  <b>Note: Students scoring in the Yellow Success Zone will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</b>	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Supplemental Intervention Reading Program(s)</li> <li>• Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</li> </ul>	
	Student’s Probability of Reading Success (PRS) score is below 16% (Red Success Zone)	Administer Vocabulary task and Targeted Diagnostic Inventory (TDI). Use the Listening Comprehension, Vocabulary and TDI scores to determine the level of daily differentiated intervention required for students. Provide more intensity through additional time, smaller group size, and more targeted instruction.	<ul style="list-style-type: none"> <li>• SRA Imagine It! Reading Program</li> <li>• Supplemental Intervention Reading Program(s) and/or Comprehensive Intervention Reading Program</li> <li>• Daily small group or individualized intervention in addition to an extension of the 90-minute reading block targeted to meet student’s instructional needs.</li> </ul>	

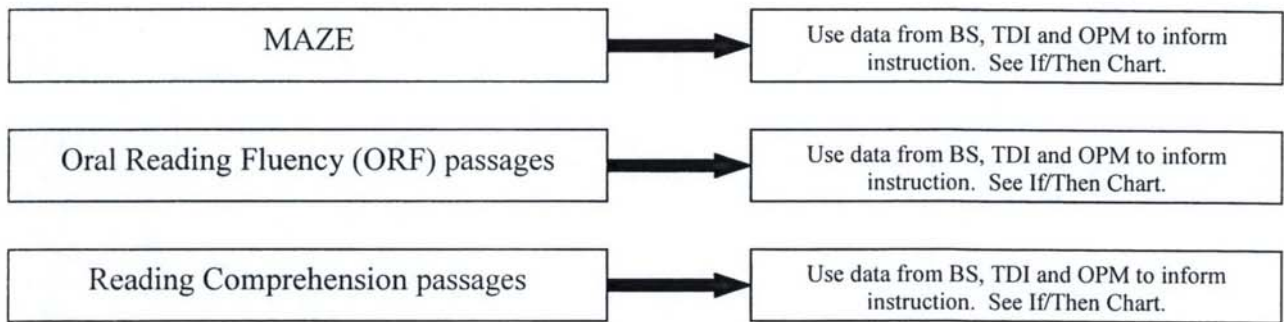
Grades 3-5 Curriculum and Assessment Decision Tree  
Broad Screen/Progress Monitoring Tool (BS/PMT)  
(Administered 3 times per year)



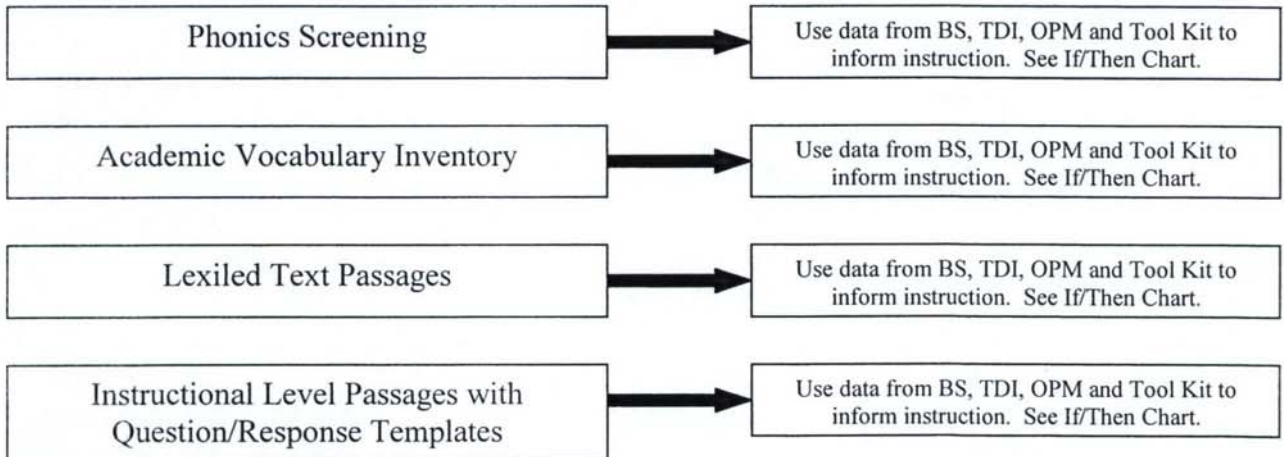
**Targeted Diagnostic Inventory (TDI)**  
(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Informal Diagnostic Tool Kit**  
(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)





Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grade 3</b> Administer FAIR to students who have been identified with a reading deficiency as determined by district selected assessment criteria</p>	<p>Assessment Period 1: August/September 2010  Assessment Period 2: December 2010  Assessment Period 3: March 2011</p>	<p>Student's FCAT Success Probability (FSP) score is at or above 85% (Green Success Zone)</p>	<p><b><u>Green Success Zone (Box 1) *</u></b></p> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p>	<p><b><u>Green Success Zone (Box 1)</u></b> SRA Imagine It! Reading Program Strategies, Classroom Libraries, Leveled Books, Word Walls, Picture Dictionaries/Flashcards, Accelerated Reader and/or other district approved SRPs/IRPs to increase student vocabulary</p>
<p><b>Grades 4-5</b> Administer FAIR for students in grades 4 and 5 scoring at Level 1 or Level 2 on FCAT SSS</p>		<p>Student's FCAT Success Probability (FSP) score is 85% or less (Yellow or Red Success Zone)</p>	<p><b>Students receive both MAZE and Word Analysis score. Use the appropriate rules below for each score to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b></p> <ul style="list-style-type: none"> <li>Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> </ul> <p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 4)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p><b><u>If a student's scores fall in Box 2+4</u></b> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Peer Assisted Learning Strategies, Kaleidoscope, and/or other district approved SRPs/IRPs to strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> SRA Imagine It! Reading Program Strategies, Fluency and Accuracy Probes/Checks, Kaleidoscope, Peer Assisted Learning Strategies, Great Leaps, Accelerated Reader, and/or district approved SRPs/IRPs to build fluency</p> <p><b><u>If a student's scores fall in Box 3+4</u></b> SRA Imagine It! Reading Program Strategies, KWL Charts, Fluency and Accuracy Probes/Checks, Peer Assisted Learning Strategies, Kaleidoscope, and/or other district approved SRPs/IRPs to strengthen comprehension</p>

			<p><b><u>Word Analysis Score is above 30<sup>th</sup> percentile (Box 5)</u></b>                  Use Informal Diagnostic Tool Kit-Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).</li> <li>• If the student struggles with morphological errors provide instruction in base/root words and prefixed/suffixes.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+5</u></b>                  SRA Imagine It! Reading Program,                  Strategies: Fluency and Accuracy                  Probes/Checks, Peer Assisted Learning                  Strategies, Kaleidoscope, Great Leaps,                  FCRR materials and/or district                  approved SRPs/IRPs</p>
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**Middle School  
Student Achievement and Instruction  
Charts**

Chart F

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION

District Name: GADSDEN: 1112

School Name	Development Reading (For Students on or Above Grade Level in Reading Required to Take a Reading Course)	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 6-8	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 6-8	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 6-8	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Other: Language of Literature (6-12) Glencoe Literature Florida Treasures 6,7,8	Other: SRA Corrective Reading (6-12)	READ 180-6,7,8 Other: Hampton Brown EDGE 6,7,8	FCAT Explorer (6-8) Achieve 3000 (6-8) Accelerated Reader 6,7,8 SuccessMaker 6,7,8	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading  <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2010-11 Student Placement Screening/Diagnostic/Other</b>  Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 60 7 : 60 8 : 60	6 : 5 7 : 5 8 : 5	15	Yes	15
CROSSROAD ACADEMY 9104	SRA Imagine It-6 Other: Glencoe Literature: The Reader's Choice Course 2-3 (7-8) Realms of Gold Volume 1-3 (6-8)	Other: Corrective Reading (6-8)	Bridges to Literature-6,7,8 Other:	FCAT Explorer (6-8) Florida Achieves (6-8)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading  <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2010-11 Student Placement Screening/Diagnostic/Other</b>	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 60 7 : 60 8 : 60	6 : 5 7 : 5 8 : 5	15	Yes	22



				Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS								
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A	Other: N/A	Screening N/A  Progress monitoring reported (fluent) N/A Progress monitoring reported (disfluent) N/A Outcome measure N/A  2010-11 Student Placement Screening/Diagnostic/Other N/A	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	6 : 0 7 : 0 8 : 0	N/A	No		
GADSDEN VIRTUAL INSTRUCTION	Other: Glencoe: 6-8 used in Intensive Language Arts course	Fast ForWord- 6,7,8 Other: Skills for Success, HeadSprout, Skills Tutor, HeadSprout, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Books), PACE Grades 3-6	Other: Skills for Success, HeadSprout, Raz-Kids, Reading A to Z, Book Club, Talented Literature Study (Junior Books), PACE Grades 3-6	The core reading program provided via a propriety Learning Management System, offers synchronous and asynchronous learning opportunities with teachers using Elluminate, message boards, proprietary teachlets, I- Text Books, interactive curriculum tools, online partner resources (samples provided below), and webmail. "Educational Technology	Screening See "Other"  Progress monitoring reported (fluent) See "Other" Progress monitoring reported (disfluent) See "Other" Outcome measure	6 : 150 7 : 150	6 : 5 7 : 5	6 : 150 7 : 150	6 : 5 7 : 5	20	Yes	20

PROGRAM 7001			and Online Learning" is a required course for all students K-8, and "Keyboarding" is optional for students in grades 6-8. Finally, the supplemental and comprehensive intensive reading interventions are also "educational technology." K to the 8th Power, Brain POP, Discovery Learning, Grolier Online, EBSCO Reading Data Base for teachers and students	See "Other"  <b>2010-11 Student Placement Screening/Diagnostic/Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by	8 : 150	8 : 5	8 : 150	8 : 5			
HAVANA MIDDLE 0061	Houghton Mifflin Daybooks-6,7 Other: Glencoe Literature Florida Treasures 6,7,8	Other: Classroom Libraries	READ 180-6,7,8 Other: Hampton Brown EDGE 6,7,8 SRA Corrective Reading-Decoding	FCAT Explorer (6-8) Florida Achieves Accelerated Reader Achieve 3000 6,7,8  <b>2010-11 Student Placement Screening/Diagnostic/Other</b> Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	6 : 100 7 : 100 8 : 100	6 : 5 7 : 5 8 : 5	22	No
	Other: N/A	Other: N/A	Other: N/A	<b>Screening</b> N/A						N/A	No



HOPE ACADEMY 9102					<p>Progress monitoring reported (fluent) N/A</p> <p>Progress monitoring reported (disfluent) N/A</p> <p>Outcome measure N/A</p> <p>6 : 0      6 : 0      6 : 0      6 : 0</p> <p>7 : 0      7 : 0      7 : 0      7 : 0</p> <p>8 : 0      8 : 0      8 : 0      8 : 0</p> <p>2010-11 Student Placement Screening/Diagnostic/Other N/A</p>									
JAMES A. SHANKS MIDDLE 0211	Other: Glencoe Literature Florida Treasures 6,7,8	Other: Classroom Libraries 6,7,8	READ 180- 6,7,8 Other: Hampton Brown EDGE - 6,7,8 SRA Corrective Reading- Decoding	FCAT Explorer (6-8) CCC LAB SuccessMaker (6-8) Achieve 3000 (6-8) Accelerated Reader (6-8)	<p>Screening Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading</p> <p>Outcome measure Florida Assessments for Instruction in Reading</p> <p>2010-11 Student Placement Screening/Diagnostic/Other Screening: FORF and FCAT NGSSS Progress Monitoring: MAZE Outcome: FCAT NGSSS</p>	6 : 100	6 : 5	6 : 100	6 : 5			22	No	22
WEST GADSDEN HIGH 0051	Other: Glencoe Literature Florida Treasures 6,7,8	Other: Be a Better Reader 6-8 Word Skills 8 Class Set Novels 6,7,8 Junior Great Books	READ 180- 6,7,8 Bridges to Literature- 6,7,8 Other: Hampton Brown EDGE	ACHIEVE Teenbiz 3000 6-8 FCAT Explorer (6-8) Accelerated Reader (6-8)	<p>Screening Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported (fluent) Florida Assessments for Instruction in Reading</p> <p>Progress monitoring reported (disfluent) Florida Assessments for Instruction in Reading</p> <p>Outcome measure Florida Assessments for Instruction in Reading</p> <p>2010-11 Student Placement Screening/Diagnostic/Other Screening: FORF and FCAT SSS Progress Monitoring: MAZE Outcome: FCAT SSS</p>	6 : 100	6 : 5	6 : 100	6 : 5			22	Yes	22

Grades (6) 7-8 Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
(Administered 3 times per year)

Reading  
Comprehension



**FCAT Success Probability (FSP)**  
Red, Yellow, or Green  
Success Zone

**Targeted Diagnostic Inventory (TDI)**

(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)

MAZE



Word Analysis

Consider performance to determine instructional needs in fluency and comprehension using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.



Consider performance to determine instructional needs in phonics using Florida Assessments for Instruction in Reading expectation criteria. See If/Then Chart.

**Ongoing Progress Monitoring (OPM)**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

MAZE



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.

Reading Comprehension passages



Use data from BS, TDI and OPM to inform instruction. See If/Then Chart.



**Tool Kit**

(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)

Phonics Screening



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Academic Vocabulary Inventory



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Lexiled Text Passages



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.

Instructional Level Passages with  
Question/Response Templates



Use data from BS, TDI, OPM and Tool Kit to inform instruction. See If/Then Chart.



Screening Assessments	Dates	IF	THEN	Interventions and Materials												
<p>FCAT/SSS and FAIR</p> <p>Only FAIR for students without FCAT SSS Scores</p>	Spring 2011	<p>Student scores Level 1 or Level 2</p> <p>Student scores 16-84%</p>	<p>Use FAIR reading comprehension, maze, and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.</p> <p>Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.</p>	<p>Intensive Reading Courses</p> <p><b>Middle School</b> (key below for levels)</p> <table border="1"> <thead> <tr> <th>A*</th> <th>B*</th> <th>C*</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>Issues with decoding/ text reading efficiency</td> <td>Intensive Reading</td> <td>Intensive Reading</td> <td>Reading</td> </tr> <tr> <td>SRA Corrective Reading Decoding or READ 180</td> <td>Read 180</td> <td>Hampton Brown Edge</td> <td>Content-Area Reading or Hampton Brown Edge</td> </tr> </tbody> </table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1: Maze score: &lt; 15<sup>th</sup> percentile Word Analysis score: &lt; 15<sup>th</sup> percentile</p> <p>B. FCAT Level 1: Maze score: &gt; 15<sup>th</sup> percentile Word Analysis score: &gt; 15<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2: Maze Score: &gt; 20<sup>th</sup> percentile Word Analysis score: &gt; 20<sup>th</sup> percentile</p> <p>D. FCAT Level 2 Maze Score: &gt; 30<sup>th</sup> percentile or Word Analysis score: &gt; 30<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <p>*A, B, and C require additional instructional time</p>	A*	B*	C*	D	Issues with decoding/ text reading efficiency	Intensive Reading	Intensive Reading	Reading	SRA Corrective Reading Decoding or READ 180	Read 180	Hampton Brown Edge	Content-Area Reading or Hampton Brown Edge
A*	B*	C*	D													
Issues with decoding/ text reading efficiency	Intensive Reading	Intensive Reading	Reading													
SRA Corrective Reading Decoding or READ 180	Read 180	Hampton Brown Edge	Content-Area Reading or Hampton Brown Edge													

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>FAIR 1<sup>st</sup> assessment</p> <p>FAIR 2<sup>nd</sup> assessment</p> <p>FAIR 3<sup>rd</sup> assessment</p> <p>Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS</p>	<p>Assessment Period 1: August/ September 2011</p> <p>Assessment Period 2: December 2011</p> <p>Assessment Period 3: March 2012</p>	<p>Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)</p> <p>Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Continue to serve student in reading intervention</p> <p><b><u>Green Success Zone (Box 1) *</u></b></p> <ul style="list-style-type: none"> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p>Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Use the appropriate rules below for each score.</p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression)</p> <ul style="list-style-type: none"> <li>If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<p><b><u>Green Success Zone (Box 1)</u></b> Glencoe Literature Florida Treasures Classroom Libraries Accelerated Reader Kagan Strategies Junior Great Book Jamestown Readers Other district approved SRPs/IRPs to increase student vocabulary</p> <p><b><u>If a student's scores fall in Box 2+4</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Word Skills SRA Corrective Reading Kagan Strategies Jamestown Reader Classroom Libraries Other district approved SRPs/IRPs to strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> Glencoe Literature Florida Treasures Read 180 Hampton Brown Edge Word Skills Kagan Strategies Jamestown Reader Accelerated Reader Be A Better Reader Other district approved SRPs/IRPs to build fluency</p>



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>                      Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>                      Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student's scores fall in Box 3+4</u></b>                      Glencoe Literature Florida Treasures                      Read 180                      Hampton Brown Edge                      Kagan Strategies                      Jamestown Reader                      Word Skills                      Accelerated Reader                      Other district approved SRPs/IRPs to increase vocabulary and strengthen comprehension</p> <p><b><u>If a student's scores fall in Box 3+5</u></b>                      Glencoe Literature Florida Treasures                      SRA Corrective Reading - Decoding                      Word Skills                      Kagan Strategies                      Read 180                      Other district approved SRPs/IRPs</p>

**High School  
Student Achievement and Instruction  
Charts**



Chart I

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION											
District Name: GADSDEN: 1112											
School Name	SIRP	CIRP	Educational Technology	Assessments:	Reading Intervention Minutes/Day for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Disfluent Students Grades 9-12	Reading Intervention Minutes/Day for Level 1 and 2 Fluent Students Grades 9-12	Reading Intervention Days/Week for Level 1 and 2 Fluent Students Grades 9-12	Class Size Cap for Reading Intervention Courses	Content Area Reading Intervention Provided to Fluent Level 2 Readers	Class Size Cap for Content Area Reading Intervention Courses
CARTER PARRAMORE ACADEMY 0231	Reader's Handbook-9,10,11,12 Other:	READ 180-9,10,11,12 Hampton Brown Edge-9,10 Other:	Achieve 3000 (9-12) FCAT Explorer (9-12) Odyssey Ware (9-12) Accelerated Reader (9-12)	<b>Screening</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading  <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading  <b>Outcome measure</b> Florida Assessments for Instruction in Reading  <b>2011-12 Student Placement Screening/Diagnostic/Other</b> Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and	9 : 100 10 : 100 11 : 100 12 : 100	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	20	No	
DROP BACK IN ACADEMY 9108	Other: N/A	Other: N/A		<b>Screening</b> N/A  <b>Progress monitoring reported (fluent)</b> N/A  <b>Progress monitoring reported (disfluent)</b> N/A  <b>Outcome measure</b> N/A  <b>2011-12 Student Placement Screening/Diagnostic/Other</b> N/A	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	Yes	N/A
	Other:	READ 180-9,10,11,12 Hampton Brown Edge-	FCAT Explorer (9-12) Read 180 (9-12) Accelerated Reader (9-12) Odyssey Ware (9-12)	<b>Screening</b> Florida Assessments for Instruction in Reading					22	No	No

EAST GADSDEN HIGH 0071	9,10,11,12 Other: 10 Steps to Improving College Reading Skills- 9,10,11,12	<b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (disfluent)</b> Florida Assessments for Instruction in Reading <b>Outcome measure</b> Florida Assessments for Instruction in Reading <b>2011-12 Student Placement Screening/Diagnostic/Other</b> Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and	9 : 90 10 : 90 11 : 90 12 : 90	9 : 5 10 : 5 11 : 5 12 : 5	9 : 50 10 : 50 11 : 50 12 : 50	9 : 5 10 : 5 11 : 5 12 : 5	N/A	No		
FLORIDA STATE HOSPITAL 0241	Other: N/A	Other: N/A	<b>Screening</b> NA <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA <b>2011-12 Student Placement Screening/Diagnostic/Other</b> This is not a school, but rather a program in the Gadsden School District.	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
GADSDEN CENTRAL ACADEMY 9106	Other: N/A	Other: N/A	<b>Screening</b> NA <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA <b>2011-12 Student Placement Screening/Diagnostic/Other</b>	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
	Other:	Other:	<b>Screening</b>					N/A	No	



GADSDEN TECHNICAL INSTITUTE 0245	N/A	N/A		NA <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA <b>2011-12 Student Placement Screening/Diagnostic/Other</b>	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0			
GADSDEN VIRTUAL INSTRUCTION PROGRAM 7001	Other: Reading interventions and differentiation determined by proprietary reading profile assessment and available student assessment data.	Other: Conspiracy Code: Mindbender Intensive Reading Course used for FLVS "Classic" students FLVSFT students take Intensive Language Arts via Connections Academy's proprietary curriculum and Learning Management System.	The core content delivered via a propriety Learning Management System, offers synchronous and asynchronous learning opportunities with teachers using Elluminate, discussion boards, interactive curriculum tools, and online partner that is provided to students to assist in reading comprehension and includes the use of Web 2.0 Tools TextHelp. Web 2.0 Tools are offered to students within the Learning Management System. Students can access these tools to assist in vocabulary acquisition, comprehension, and oral reading fluency. TextHelp recently concluded a pilot in 3 courses. This tool incorporates several features such as a text-to-speech function, English to Spanish translation, highlighting capabilities and others which assist students in comprehension, oral reading fluency and vocabulary acquisition. We are currently in the process of deploying this tool to many of our FLVS courses. FLVS continues to review web based reading programs that have the potential to assess reading and provide differentiated practice for students, although most are designed for delivery from computer labs rather than individual computers for distance learning. The following programs	<b>Screening</b> See "Other" <b>Progress monitoring reported (fluent)</b> See "Other" <b>Progress monitoring reported (disfluent)</b> See "Other" <b>Outcome measure</b> See "Other"	9 : 90 10 : 90 11 : 90 12 : 90	9 : 5 10 : 5 11 : 5 12 : 5	9 : 60 10 : 60 11 : 60 12 : 60	9 : 5 10 : 5 11 : 5 12 : 5	TBD once the intensive reading course pilot is completed in June 2010.	Yes	1:140--via virtual course model. 24/7 course access for students; Access to teacher 7 days a week from 8:00 AM to 8:00 PM

			are not in use but are in consideration for future implementation with individual students. Reading Horizons directly teaches intensive phonics to students at the secondary level and also incorporates phonemic awareness, vocabulary, fluency and comprehension into its lessons. This program is suitable for ESOL students. <a href="http://www.readinghorizons.com/">http://www.readinghorizons.com/</a> Quantum Reading presents strategies for use with any content paired with Quantum Learning instructional practices based on a multi-sensory, multi-intelligence, brain-compatible package. <a href="http://www.qln.com/QL-Home.aspx">http://www.qln.com/QL-Home.aspx</a> Achieve 3000 provides individualized learning through an email format to deliver science and social studies content scientifically matched to each student's lexile reading level to accelerate reading comprehension, vocabulary, and writing proficiency. <a href="http://www.achieve3000.com/">http://www.achieve3000.com/</a>	<b>2011-12 Student Placement Screening/Diagnostic/Other</b> Screening, Progress monitoring and Diagnostic assessments are determined and carried out by							
HOPE ACADEMY 9102	Other: N/A	Other: N/A		<b>Screening</b> NA <b>Progress monitoring reported (fluent)</b> NA <b>Progress monitoring reported (disfluent)</b> NA <b>Outcome measure</b> NA	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	9 : 0 10 : 0 11 : 0 12 : 0	N/A	No	
	Six-Minute Solution-9,10,11,12 Other: Junior Great Books	Hampton Brown Edge-9,10,11,12 Other: Be A Better Reader (9-12)	ACHIEVE Teenbiz 3000 (9-12) FCAT Explorer (9-12) Accelerated Reader (9-12)	<b>Screening</b> Florida Assessments for Instruction in Reading <b>Progress monitoring reported (fluent)</b> Florida Assessments for Instruction in Reading					22	Yes	22

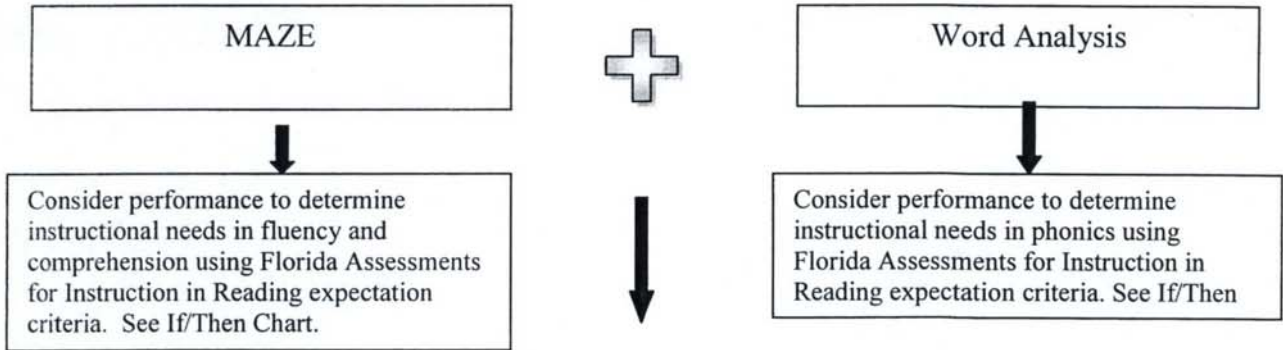


WEST GADSDEN HIGH 0051			<b>Progress monitoring reported (disfluent)</b>	9 : 100	9 : 5	9 : 50	9 : 5			
			Florida Assessments for Instruction in Reading	10 : 100	10 : 5	10 : 50	10 : 5			
			<b>Outcome measure</b>	11 : 100	11 : 5	11 : 50	11 : 5			
			Florida Assessments for Instruction in Reading	12 : 100	12 : 5	12 : 50	12 : 5			
			<b>2011-12 Student Placement Screening/Diagnostic/Other</b>							
			Screening: FORF Comprehension Placement Test, Progress Monitor for Fluent and							

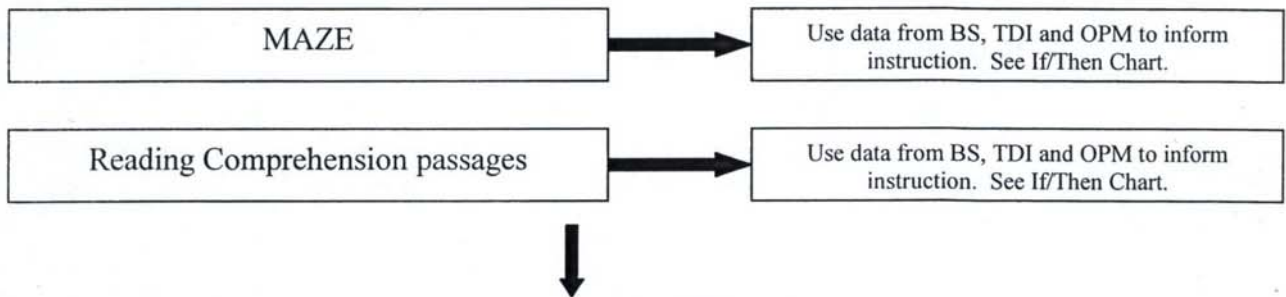
Grades 9-12 Curriculum and Assessment Decision Tree  
**Broad Screen/Progress Monitoring Tool (BS/PMT)**  
(Administered 3 times per year)



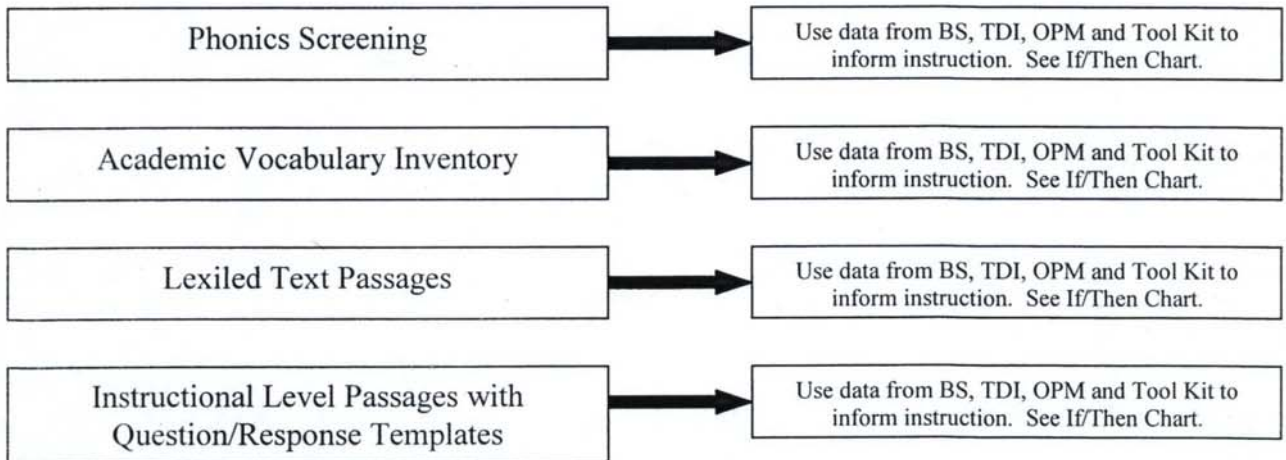
**Targeted Diagnostic Inventory (TDI)**  
(Students scoring in Red or Yellow Success Zone – may be administered 3 times per year)



**Ongoing Progress Monitoring (OPM)**  
(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)



**Tool Kit**  
(Optional for students scoring in Red or Yellow Success Zone – may be administered monthly)





Screening Assessments	Dates	IF	THEN	Interventions and Materials												
<p>FCAT/SSS and FAIR</p> <p>Only FAIR for students without FCAT SSS scores</p>	Spring 2011	<p>Student scores Level 1 or Level 2</p> <p>Student scores 16-84%</p>	<p>Use FAIR reading comprehension, maze and word analysis results from Spring 2011 administration to assess student need in fluency and decoding. Place into the appropriate reading intervention using placement guidelines and FCAT and FAIR data.</p> <p>Student scoring at Level 2 on FCAT reading and deemed fluent based on FAIR scores will be eligible for content area reading intervention where available.</p>	<p>Reading Courses</p> <p><b>High School</b> (key below for levels)</p> <table border="1"> <thead> <tr> <th>A*</th> <th>B*</th> <th>C*</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>Issues with decoding/ text reading efficiency</td> <td>Intensive Reading</td> <td>Intensive Reading</td> <td>Reading</td> </tr> <tr> <td>Read 180</td> <td>Read 180</td> <td>Hampton Brown Edge</td> <td>Content - Area Reading or Hampton Brown Edge</td> </tr> </tbody> </table> <p><b>Match letters to intervention column:</b></p> <p>A. FCAT Level 1: Maze score: &lt; 15<sup>th</sup> percentile Word Analysis score: &lt; 15<sup>th</sup> percentile</p> <p>B. FCAT Level 1: Maze score: &gt; 15<sup>th</sup> percentile Word Analysis score: &gt; 15<sup>th</sup> percentile</p> <p>C. FCAT Level 1 or 2: Maze Score: &gt; 20<sup>th</sup> percentile Word Analysis score: &gt; 20<sup>th</sup> percentile</p> <p>D. FCAT Level 2 Maze Score: &gt; 30<sup>th</sup> percentile or Word Analysis score: &gt; 30<sup>th</sup> percentile</p> <p>*Teacher recommendation</p> <p>*A, B, and C require additional instructional time</p>	A*	B*	C*	D	Issues with decoding/ text reading efficiency	Intensive Reading	Intensive Reading	Reading	Read 180	Read 180	Hampton Brown Edge	Content - Area Reading or Hampton Brown Edge
A*	B*	C*	D													
Issues with decoding/ text reading efficiency	Intensive Reading	Intensive Reading	Reading													
Read 180	Read 180	Hampton Brown Edge	Content - Area Reading or Hampton Brown Edge													

Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>FAIR 1<sup>st</sup> assessment</p> <p>FAIR 2<sup>nd</sup> assessment</p> <p>FAIR 3<sup>rd</sup> assessment</p> <p>Administer FAIR to students scoring at Level 1 or Level 2 on FCAT SSS</p>	<p>Assessment Period 1: August/ September 2011</p> <p>Assessment Period 2: December 2011</p> <p>Assessment Period 3: March 2012</p>	<p>Student's scores high FCAT Success Probability (Green Success Zone – 85% and above)</p> <p>Student's FCAT Success Probability (FSP) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Continue to serve student in reading intervention</p> <p><b><u>Green Success Zone (Box 1) *</u></b></p> <ul style="list-style-type: none"> <li>• Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul> <p>* Consider the use of MAZE, Word Analysis, Ongoing Progress Monitoring (OPM) tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.</p> <p>Continue to serve student in reading intervention; determine if student is properly placed by monitoring fluency status through the use of Maze and Word Analysis scores. Use ongoing progress monitoring tools between assessment windows to ascertain progress.</p> <p>Use the appropriate rules below for each score.</p> <p><b><u>Maze score is above 30<sup>th</sup> percentile (Box 2)</u></b> Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Maze score is below 30<sup>th</sup> percentile (Box 3)</u></b> Have student orally read a passage monitoring fluency rate, accuracy, expression)</p> <ul style="list-style-type: none"> <li>• If the student reads fluently, then work on comprehension strategies.</li> <li>• If the student struggles with reading fluently, then work on strategies, addressing fluency (rate and accuracy)</li> </ul>	<p><b><u>Green Success Zone (Box 1)</u></b> Reader's Handbook Hampton Brown Edge Classroom Libraries Accelerated Reader 10 Steps to Improving College Reading Skills</p> <p><b><u>If a student's scores fall in Box 2+4</u></b> Read 180 Reader's Handbook Six-Minute Solution Be A Better Reader Hampton Brown Edge Accelerated Reader Classroom Libraries 10 Steps to Improving College Reading Skills</p> <p><b><u>If a student's scores fall in Box 2+5</u></b> Read 180 Reader's Handbook Six-Minute Solution Be A Better Reader Hampton Brown Edge Accelerated Reader Classroom Libraries 10 Steps to Improving College Reading Skills</p>



Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
			<p><b><u>Word Analysis score is above 30<sup>th</sup> percentile (Box 4)</u></b>                      Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b><u>Word Analysis score is below 30<sup>th</sup> percentile (Box 5)</u></b>                      Use Informal Diagnostic Tool Kit – Phonics Inventory to help identify specific areas of need.</p> <ul style="list-style-type: none"> <li>• If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.). If student struggles with morphological errors provide instruction in base/root words and prefixes, suffixes and consider the diagnostic toolkit.</li> </ul>	<p><b><u>If a student’s scores fall in Box 3+4</u></b>                      Read 180                      Reader’s Handbook                      Reading Comprehension                      Hampton Brown Edge                      Classroom Libraries                      Accelerated Reader                      10 Steps to Improving College Reading Skills</p> <p><b><u>If a student’s scores fall in Box 3+5</u></b>                      Read 180                      Reader’s Handbook                      Six-Minute Solution                      Be A Better Reader                      Hampton Brown Edge                      Accelerated Reader                      Classroom Libraries                      10 Steps to Improving College Reading Skills</p>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided or have shown significant growth based on student data and teacher recommendation, reading intervention instruction and/or materials will be changed based on student data.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: July 26, 2011

TITLE OF AGENDA ITEM: Approval of School Board Rule 2.25 (Code of Student Conduct)

DIVISION: Administration


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

**PURPOSE AND SUMMARY OF ITEM:**

Adoption of and approval to print are requested for School Board Policy 2.25 (Code of Student Conduct). Printing quotes from three local companies will be requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith 

POSITION: Assistant Superintendent for Academic Services

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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: July 26, 2011

Suggested script for amending Gadsden County School Board Policy 2.25 (Code of Student Conduct).

( ) CHAIRPERSON

The next agenda item is Item Number \_\_\_\_ which includes consideration of, and action upon School Board Policy 2.25 (Code of Student Conduct). 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 July 26, 2011, 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 2.25. 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 policy previously described by you. I recommend that the Board amend School Board Policy Numbered 2.25.

( ) CHAIRPERSON 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 Policy 2.25.

( ) A MEMBER I second the motion.

( ) CHAIRPERSON There is a motion and a second to amend policy 2.25. 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 \_\_\_\_.



# GADSDEN COUNTY SCHOOL DISTRICT



*"Building a Brighter Future"*

## Code of Student Conduct and Positive Student Management Discipline Plan 2011-2012

Mr. Reginald C. James  
Superintendent of Schools  
35 Martin Luther King, Jr. Blvd.  
Quincy, Florida 32351  
(850) 627-9651  
Fax: (850) 627-2760

### School Board Members

Eric Hinson  
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 Frost  
District No. 4  
Gretna, FL 32332  
Quincy, FL 32352

Roger P. Milton  
District No. 5  
Quincy, FL 32351

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# 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

### SUPERINTENDENT'S MESSAGE

In order for the Gadsden County School District to perform effectively we must operate within a system of rules. These rules are written in the **Code of Student Conduct** to ensure a safe learning environment for the students who attend our schools. We know that there are many factors which contribute to discipline problems in a school; consequently, schools have the responsibility to encourage, promote, and maintain effective disciplinary practices.

The contents of this document apply to all students in grades **PreK-12**, unless otherwise stated. The information contained in the **Code of Student Conduct** is written specifically to ensure that each student associated with school activities has positive experiences in a safe learning environment.

This document will explain the rules of the Gadsden County School District, student rights and student responsibilities, disciplinary actions, and the disposition of school records. While this document does not contain the exact Florida Statutes referenced herein, a copy of those statutes can be obtained from the district office at 35 Martin Luther King, Jr. Boulevard in Quincy upon request or viewed on the State of Florida website at <http://www.flsenate.gov/statutes>.

The administrators and school personnel will continue to promote and maintain the kind of discipline that will foster a *healthy dose* of intervention, prevention, and the encouragement to discontinue those behaviors that are not acceptable to a safe learning environment. As we continue to find ways to make all of our schools safer, we realize that consequences for inappropriate behavior must be fair, consistent, yet firm as conflicts are resolved and as undesirable behavior is modified.

Please read and thoroughly discuss this document with your child. Help us maintain the safe school status which we all desire throughout our district. As we work together to build a brighter future we want to ensure that each student will have positive experiences in a safe learning environment.

Respectfully yours,

*Reginald C. James*

Reginald C. James  
Superintendent of Schools

RCJ:SB:jwb

ERIC HINSON  
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 FROST  
DISTRICT NO. 4  
GRETNA, FL 32332  
QUINCY, FL 32352

ROGER P. MILTON  
DISTRICT NO. 5  
QUINCY, FL 32351

BOARD MEETS FOURTH TUESDAY OF EACH MONTH  
EQUAL OPPORTUNITY EMPLOYER

## **VISION**

The Gadsden County Public School District is committed to working together to *"Build A Brighter Future"* for our boys and girls.

We, the partners for excellence, recognize the need for multicultural awareness and education and envision that schools, communities, and parents/guardians will cooperatively embrace one another to offer an educational program that will meet the needs of students, parents/guardians, and the community. We further believe that ALL children can learn, and we envision that schools, using new and emerging technologies in conjunction with traditional approaches, will provide academic, intellectual, emotional, psychological, physical, and social experiences that will develop the whole student. Our product will be students who possess foundational, marketable, and/or functional skills that will enable them to broaden their horizons in any post-secondary endeavor upon which they might choose to embark.

## **MISSION STATEMENT**

The mission of the district is *"To Build a Brighter Future as We Prepare Students for Success in Life"*.

## **JURISDICTION OF THE SCHOOL BOARD**

The Code of Student Conduct and the Positive Student Management Discipline Plan were adopted by the Gadsden County School Board and are compatible with the Florida State legislative codes. Subject to law and rules and regulations of the State Board of Education of the State of Florida, each student enrolled in a school shall, during the time he/she is being transported to or from school at public expense, during the time he/she is attending school, including the time during which he/she is proceeding from one school center to another during the school day, and during the time he/she is on the premises of any publicly supported school in this district, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom such responsibility may be assigned by the principal; and each such student shall, during the time he/she is otherwise en route to or from school at public expense, or is presumed by law to be attending school, be under the control and direction of the principal or teacher in charge of the school where he/she is enrolled.

## **DISCRIMINATION STATEMENT**

No person shall, on the basis of race, color, religion, sex, national origin, handicap, age, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any education program or activity.

This practice shall apply equally to students, employees and all persons having business with the School Board.



## STUDENTS' RIGHTS AND RESPONSIBILITIES

It is the intent of the Students' Rights and Responsibilities, as expressed in the Code of Student Conduct, that students understand that their rights must be accompanied by corresponding responsibilities.

Florida's School Improvement and Accountability System states that all school communities will provide an environment that is alcohol and drug-free and protects students' health, safety, and civil rights.

### I. ATTENDANCE

All questions relating to the attendance policy are to be directed to the school's attendance office first, and then if needed, the school principal.

Florida law requires each parent/guardian of a child from age six (6) to sixteen (16) years to be responsible for the child's school attendance. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board.

The school attendance law was amended by the 1997 Florida Legislature to require that any sixteen or seventeen year old student withdrawing from school must file a formal declaration of intent to terminate school enrollment with the district school board.

A student is considered "truant" when he/she is not in attendance without approval of the principal and/or consent of the parent/guardian. School-based interventions will occur for all truant students.

A student is considered a "habitual truant" when he/she has 15 unexcused absences within 90 calendar days.

#### **Rights:**

Students will be given an explanation of excused absences, unexcused absences, and tardies. Students can make up work for credit if the absence is excused.

A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date upon which he or she attains that age if the student files a Student Declaration of Intent to Terminate School Enrollment form. This form is available from the school administration or guidance office.

#### **Responsibilities:**

Students are required to attend school every school day. If absent, a written note from the parent/guardian stating why the student was absent must be brought to school on the day the student returns. The principal shall consider each absence as being either "excusable," "permissible," or "unexcused."

It is the responsibility of the student's parent/guardian to notify the school when his/her child will not be in attendance. The school is to be notified of an absence the morning the student is absent or within twenty-four hours.

#### Excusable Absence:

An excusable absence is one caused by illness of the student or by serious illness or death in the family, legal reasons and other special conditions or extenuating circumstances. The student shall be given an opportunity to make up all missed work.

Excused Absence for Religious Holidays:

A student shall be excused from attendance for observation of a religious holiday or because the tenets of his religion forbid secular activity on that day. Prior notification to the school principal is required.

A student who has been excused for observance of a religious holiday shall be given up to 3 school days to complete any work missed, including examinations and work assignments. No adverse or prejudicial effects shall result from any such religious observance.

Permissible Absence (Excused):

A permissible absence is one which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstances. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. The student shall be given an opportunity to make up all missed work.

Unexcused Absence:

An unexcused absence (this does not include suspensions) is one which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for students who fall within the mandatory state attendance requirements.

Students who are more than five (5) minutes late for a class will be recorded as being tardy.

**Rule:**

All students between the ages of six (6) and sixteen (16) must attend school regularly.

**Disciplinary Action:**

A student may receive counseling, attendance conferences, parent/guardian contact, and may be referred to other appropriate disciplinary programs.

The law allows absences for illness and certain other special circumstances. Under these circumstances, district and school policies regard these absences as excused absences. A student with an excused absence is not subject to any disciplinary or academic penalties for that absence. It is the student's responsibility to obtain and complete all makeup work. An unexcused absence takes place any time a child is out of school for reasons not recognized in the law. In these cases, the child may be subject to academic penalties.

For students in grades 9-12 a minimum of 135 hours in attendance is required to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each 18 week grading period or demonstrate mastery of the course performance standards for the defined course by passing the semester exam. Credits are awarded at the end of each 18 week grading period.

Each school must implement procedures to increase student attendance. An attendance committee will be established at each school to review the reason(s) for absence(s).



## Minimum School-Based Intervention Procedures for Truant Students

Minimum School-Based Intervention Procedures for Truant Students may be as follows (Appropriate Documentation of Interventions Must Be Maintained):

1. After 3 days of unexcused absences, within a 90-day period, a parent/guardian/student contact/conference is conducted by teacher/school designee.
2. After 5 days of unexcused absences, within a 90-day period, a referral is made to the principal to send a certified letter to parents/guardians and possibly to convene a student study team. *NOTE: A student study team is to convene when a student misses 5 unexcused absences within 30 calendar days, or when a student misses 10 days within 90 calendar days.*
3. After 10 days of unexcused absences within a 90-day period, the student is referred to the visiting teacher.
4. After 15 unexcused absences within a 90-day period, the student is considered "habitually truant." Florida statutes 1003.27(b).

The Florida Legislature enacted requirements that school districts report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birthdates, sex, and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days. The legislation further provides that those minors under age 18 who thus fail to satisfy attendance requirements or drop out of (voluntarily withdraw from) school will be ineligible for driving privilege. Additional information about procedures and waivers is available from the school administration or guidance office.

## Middle-High School Attendance

A minimum of 135 hours of attendance is required for students to earn a credit in a course. In order to be eligible to receive a credit, a student must meet course requirements and be present at least 67.5 hours each semester or demonstrate mastery of the course performance standards for the defined course by passing the semester exam.

Each school will document attempts to notify parents/guardians of each student's absence either through an automated system or other method. However, failure to successfully notify parents/guardians shall not negate the attendance policy.

## Absences

- Students are to sign in/out when missing a class for excusable appointments or emergencies and are to comply with the individual school procedures established with the school attendance office. Failure to sign out may result in an unexcused absence and the consequences thereof.
- Excused absences/tardies may only be used for the following legitimate, documented reasons:
  1. Illness and/or medical care
  2. Death in the family
  3. Legal reasons
  4. Religious Holidays, administratively pre-approved observance
  5. Pre-arranged absences approved by an administrator, school sponsored field trips, or school approved activities
  6. Other special circumstances or insurmountable conditions
- In the event 4 or more unexcused absences occur in a course during a 9-week grading period, an attendance conference may be held to determine which, if any, absences are excusable.
- For each course in which the student has four (4) unexcused absences, that are not for one of the legitimate purposes described above, a grade of "F" will be assigned for that grading period.
- The teacher's grade book and/or the attendance sheet signed by the teacher will be the final authority in determining the number of absences for each student.

### **Attendance Conference / Appeal Procedures**

- In order to appeal an unexcused absence, the following must occur:
  1. The student and parent/guardian must request a hearing by completing and submitting an Attendance Conference Application (form available at school).
  2. Written documentation of absences from a doctor or recognized agency, legal proceedings or other relevant information should be attached to the application when it is submitted, and may be accepted in lieu of an attendance conference provided all absences are included.
  3. An attendance conference may not be necessary if written documentation for each absence is submitted to the attendance office. Other circumstances made known to the attendance office may also make the conference unnecessary. The need for a conference will be made by the principal/designee. The school will notify the parent/guardian(s) if a conference is not necessary.
- The school will make every effort to schedule conferences at a time convenient for parents/guardians, including evening hours when necessary.
- One administrator/designee and two teachers will hear and rule on the appeal.
- The parent/guardian will be notified of the decision in a timely manner.
- Teachers will be notified of the decision in a timely manner.
- The principal may overrule the findings of the attendance committee should special circumstances occur or excuse any student from any consequence arising from recorded absences.

### **Other Considerations**

- Students who are suspended will be considered administratively absent and the absences will not count toward the “four unexcused” policy for the nine weeks grading period.
- Students who are absent for an “educationally valuable experience” other than a field trip may receive an excused absence if the following criteria are met:
  - a. The absence must be pre-approved at least one week in advance.
  - b. There must be stated and written educational objectives for the trip that are related to the performance standards for each course in which the student is enrolled and include at least one objective for each course. This information shall be attached to the Prior Approval Request Form when it is turned in to the attendance office and initialed by the teacher of each course.
  - c. The attendance administrator and/or the attendance committee will review the pre-arranged absence request. The absences may then be pre-excused pending the completion of (d) below.
  - d. Within ten (10) calendar days of the student’s return to school following the trip, the student and parent/guardian will present a student prepared report and other appropriate exhibits to the attendance committee documenting the completion of each written objective. The committee shall determine whether the absences are to be excused.
- College recruitment trips are to be scheduled when school is not in session. Days missed will be considered as part of the three (3) allowed per 9-week grading period. Administrative exception may be granted for a planned program scheduled for a specific day if the student has a pre-planned appointment, with a specific college administrator that is verified in writing by the college.
- Any student with fifteen (15) or more absences due to a physical or mental condition, which confines the student to a home or a hospital, may be referred to the Homebound Program. If placed in the Homebound Program, attendance records become the responsibility of the Homebound Program.

## **II. RESPECT FOR PERSONS AND PROPERTY**

### **Rights:**

Students are recognized as individuals. Their rights include a safe, healthy, and drug-free environment.

### **Responsibilities:**

Students should treat others, school property, and property of others with respect. Respectful behavior includes, but is not limited to, following school, classroom, and bus rules. Unacceptable behavior includes, but is not limited to, fighting, stealing, destroying property, and violating school rules.



**Rule:**

Students will treat others and their property with dignity and respect.

**Disciplinary Action:**

A student not respecting the right and property of others may be subject to disciplinary action allowed by School Board policy. Disciplinary action may range from counseling to expulsion.

**III. RIGHT TO LEARN**

**Rights:**

Students have a right to be in an environment conducive to learning and will have appropriate educational programs.

**Responsibilities:**

Students should come to school prepared to take advantage of all educational opportunities offered. Students should inform school personnel if they have a problem at home or at school that keeps them from doing their best.

**Rule:**

Students will participate in educational opportunities and complete classroom assignments and homework to the best of their abilities.

**Disciplinary Action:**

Students who fail to comply with the above stated rule may hinder their educational progress and be subject to other disciplinary procedures allowed by the local school-wide discipline plan.

**IV. RIGHT OF ASSEMBLY**

**Rights:**

Students may meet in an orderly manner on the school grounds or building(s) if proper authorization has been granted.

**Responsibilities:**

The meetings must be approved by the principal/designee and must not interfere with other planned activities.

**Rule:**

With proper school authorization, students may assemble in an orderly manner.

**Disciplinary Action:**

Unauthorized or disorderly meetings will be terminated immediately by the principal/designee, and violators may be subject to further administrative disciplinary action.

## **V. RIGHT OF PRIVACY**

### **Rights:**

1. Only authorized persons may have access to student records as governed by Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g. Regulations: 34 CFR Part 99.)
2. Students and their storage area, under the jurisdiction of the School Board, may be searched in cases of reasonable suspicion. Strip searching is prohibited. The use of metal detectors or specially trained animals is permissible.

### **Responsibilities:**

1. Students, parents/guardians should give the school any information needed to work with the student.
2. Students should not bring prohibited items to school.

### **Rule:**

Students will respect the privacy of others.

### **Disciplinary Action:**

Prohibited items will be confiscated by school personnel and the students will be subject to disciplinary actions allowed by School Board policy.

## **VI. PARTICIPATION IN SCHOOL PROGRAMS AND ACTIVITIES**

### **Rights:**

All students will be a part of classroom instruction and other school activities for which they are qualified, without regards to their race, sex, religion, national origin, age, marital status, disability, or perceived disability.

### **Responsibilities:**

Students should do their best in school or while participating in school activities. They should also be aware of the rights and responsibilities of others so as to make the school the best place of learning possible.

### **Rule:**

Students who participate in or attend school activities will do so in a manner which promotes the objectives of the school and/or the activity.

### **Disciplinary Action:**

Students who violate the above stated rule may be subject to disciplinary actions allowed by School Board policy.

## **VII. DRESS AND GROOMING**

### **Rights:**

Students have a right to dress comfortably.



**Responsibilities:**

Students have a responsibility to wear clothes that are not dangerous to their health or safety and to dress in a manner that is not disrupting to the educational process. Clothes worn should not advertise drugs, gangs, alcohol, tobacco, inappropriate language and/or sexual behavior.

**Rule:**

Student will dress and groom in such a way as to express personal preferences within the guidelines of the school dress code. Students are prohibited from wearing bandannas, dropped pants, low riding jeans, and shorts revealing the buttocks or underwear, short tops revealing the belly button, and inappropriate short dresses, shorts, or skirts. Middle and high school students are required to have shirts tucked in and pants are to be worn with a belt.

**Elementary and Middle School Requirements:**

Appropriate dress is the primary responsibility of the student and his/her parent or guardian. In order to promote safety, personal hygiene, academic well-being and moral and character development, students shall be expected to comply with reasonable requirements relating to dress, grooming and personal appearance as follows:

- 1) All students in elementary or middle school shall wear a school uniform while in attendance during the regular school day and on school sponsored field trips.
- 2) Colors shall be that of the official school colors and other colors as recommended by the School Advisory Committee and approved by the principal of the school.
- 3) Shirts/blouses must have a collar. T-shirts may be worn at the discretion of the individual school. Shirts must be tucked into pants.
- 4) Uniform style bottoms will be dark blue, black, tan (khaki). No sweat pants, overalls, or jeans will be allowed.
- 5) The legs of pants shall not extend below the heels of shoes.
- 6) Uniform knee-length shorts/skirts will be acceptable.
- 7) Sneakers and leather shoes are both acceptable, but must be black, dark brown, dark blue or white with matching shoelaces.
- 8) Socks must be black, white, or other color as approved by the principal.
- 9) Boys and girls must wear belts if pants/shorts have belt loops. No sagging of pants will be allowed.
- 10) Outer garments for cold weather are permissible.

A student who transfers from one school to another in the county will be required to wear the "generic school uniform", and will have 15 days to acquire the new school's uniform.

**The "generic uniform" shall consist of the following:**

- A. Khaki or black pants, shorts, or skirt
- B. White collared shirt
- C. Dark or white leather shoes or sneakers with black, dark brown, or white socks

At the beginning of the school year, students will be required to conform to the uniform dress code within but no later than the first ten (10) school days. Likewise, students transferring into the district will have the first fifteen (15) days of school enrollment in order to conform to the uniform dress code.

**Elementary/Middle School Disciplinary Action:**

Any student enrolled in an elementary or middle school who reports to school improperly attired shall be disciplined as follows:

- A. First and second offense consequences are:
  - a. Notification of parent or guardian and require student to change into appropriate attire
- B. Third offense consequences are:
  - a. Notification of parent or guardian and require student to change in to appropriate attire and
  - b. One day of in-school suspension (if available) or three (3) days of after school detention.
- C. The fourth and subsequent offenses are considered to be willful disobedience that will result in further disciplinary action that may include additional days of in-school suspension, after school detention, or work detail.
- D. Any absence resulting from a violation of the uniform dress code will be excused.

**High School Disciplinary Action:**

Any student enrolled in a high school who violates the dress code may receive counseling and/or parent/guardian(s) will be contacted. (Refer to the rule on page 10.)

Clothing and/or other personal adornment that is so unusual or non-traditional that it attracts undue attention and distracts from the academic climate of the classroom cannot be allowed.

**APPROPRIATE ATTIRE**

- When young ladies wear shorts, skirts, and dresses, the length must be near their knees. This knee length is determined by the indentation of the tip of the student's middle finger when placed against the student's attire.
- Bound sleeveless shirts and/or dresses that cover the armpits may be worn.
- Shirts/blouses must cover the midriff at all times.
- Young men will wear belts or suspenders with their pants. Elastic waist band/draw strings are acceptable.
- Hats and hoods may be worn outside of the building only.
- Shirts and blouses that are designed to be worn inside will be tucked into the pants/skirts.

**INAPPROPRIATE ATTIRE**

- Tight-fitting stretchy pants, leotards, bicycle pants, or body gloves
- Blouses or shirts that are unbuttoned, see-through, halter tops, tank tops, or muscle shirts and dresses that are strapless, spaghetti strap, or sun dresses,
- Section cutout garments with holes
- Clothes that advertise gangs, alcoholic beverages, tobacco, drugs, suggestive or sexually explicit logos, or offensive racial slogans
- Headbands, bandannas, scarves, stocking/wave caps, or any other head gear
- Bare feet, bedroom slippers, flip-flops or beach shoes
- Hair combs, hair picks, or hair rollers
- Drop pants / saggy pants (F.S. 1006.07 and F.S. 1006.15)

\* These dress code guidelines are subject to the interpretation of the administration, faculty, and staff. Any other type of clothing or garment that is distracting, immodest, or interferes with learning will not be allowed.

**ALL STUDENTS (ELEMENTARY, MIDDLE AND HIGH) FOUND IN VIOLATION OF THE DRESS CODE WILL BE SUBJECTED TO THE FOLLOWING OPTIONS:**

- ~~Parents/guardians will be called and informed to bring student appropriate attire.~~
- ~~Students will be sent home to change clothes and return to school promptly.~~
- ~~Parents/guardians must make arrangement to pick student up from school for the remainder of the day. Student will be placed in ISS until the end of the day.~~
  - For first offenders, the school is required to give the student a verbal warning, and the principal must call the student's parent or guardian;
  - For second offenders, the student is ineligible to participate in extracurricular activities for up to 5 days, and the principal must meet with the parent or guardian;



- For the third or subsequent offenders, the extracurricular activity exclusion is extended to up to 30 days; the school must place the student in in-school suspension for up to 3 days; and the principal must both call and send written notice to a parent or guardian.

## VIII. DISCRIMINATION/SEXUAL HARASSMENT

### **Rights:**

Students have the right to attend school and learn in an environment free from discrimination and sexual harassment.

### **Responsibilities:**

Students should report occurrences of discrimination or sexual harassment to the principal through the proper grievance procedures.

### **Rules:**

No student shall on the basis of race, sex, religion, national origin, age, marital status, disability, or perceived disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination/sexual harassment under any educational program or activity.

### **Disciplinary Actions:**

Students who violate the above-stated rule may be subject to disciplinary actions allowed by School Board policy.

## IX. COUNSELING

### **Rights:**

Students have the right:

1. To be informed as to the nature of the guidance services available in their school.
2. To have access to individual and group counseling.
3. To request a change of counselor as applicable.
4. Students have the right of confidentiality except in the following circumstances:
  - a. Reports of abuse or neglect,
  - b. Indication of harm to self/others.

### **Responsibilities:**

Students have the responsibilities:

1. To use guidance services for their own educational and personal improvement.
2. To schedule appointments in advance unless the problem or concern is one of an emergency.
3. To work cooperatively with all school personnel.

### **Rule:**

Students should participate appropriately in the counseling process.

**Disciplinary Action:**

Students who fail to participate appropriately in the counseling process may temporarily have their opportunities for counseling suspended, or other disciplinary measures may be taken.

**X. FREE SPEECH AND PUBLICATION**

**Rights:**

1. Students will be given the opportunity to participate freely in class discussions.
2. Students may, with the approval of the principal/designee, write and distribute non-commercial printed materials. This shall include freedom of the press for all student publications.
3. Students may decide whether or not to participate in symbolic (e.g. flag salute) or religious activities.
4. After receiving permission from the principal, students may display posters, notices, magazines, or articles.
5. Students participation in classroom instruction or other school activities may not be denied based on race, sex, religion, national origin, age, marital status, exceptionality, or perceived disability.

**Responsibilities:**

1. Students must use appropriate language when expressing their thoughts, concerns, and opinions.
2. Students must respect the principal's decision concerning the request to display printed material.
3. Students should respect others' rights, responsibilities, and opinions.

**Rule:**

The principal/designee will ensure that all printed materials distributed in the school reflect appropriate journalistic ethics and are not obscene or offensive by school and community standards.

**Disciplinary Action:**

The principal may discipline any student for infraction of the above stated rule.

**XI. STUDENT GOVERNMENT**

**Rights:**

Students have the following rights:

1. To form and operate a student government at their respective schools under the direction of a faculty advisor.
2. To have access to policies of the School Board and the individual school.
3. To seek office in student government, or any school organization, regardless of race, sex, religion, national origin, age, marital status, disability, or perceived disability.
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal.



**Responsibilities:**

Students have the following responsibilities:

1. To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
2. To become knowledgeable of School Board and individual school policies governing the actions of students.
3. To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
4. To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times.

**Rule:**

Students will use the democratic process to conduct student government operations.

**Disciplinary Action:**

The principal/designee may apply disciplinary procedures as appropriate.

**XII. STUDENT RECORDS**

**Rights:**

Students/Parents/guardians have the following rights:

1. Information contained in records that relates directly to the student may be inspected, reviewed, and challenged.
2. Personal identifiable information will be protected by legal provisions which prohibit its release to any person who is not legally authorized by the consent of the parent, guardian, or eligible student. (An eligible student is one who is 18 years of age or over and/or one who attends a post-secondary institution.)
3. Parents/guardians will receive annual notification, written in their native language, stating that they may review their child's record.

Rules/Procedures Relating to Student Records:

Student Records: The principal of each school shall be responsible for all student records and will ensure that all state and federal rules are followed. The Superintendent will make all rules available to principals.

- I. Purposes. Rules cover all school records of all students.
- II. Definitions:
  - A. Education Records: Records required by law containing information about the student
    1. Category A - Permanent Information: student information that is required by law to be kept indefinitely.

2. Category B - Temporary Information: student information that may be kept for a short time then discarded or changed
- B. Child: a person who is under 18 years of age
  - C. Pupil/Student: a person who is enrolled in a school
  - D. Eligible Student: a person who is 18 years old or older and who is enrolled in one or more offered educational programs by the Gadsden County district (see section IV.)
- III. The Cumulative Record: The principal is responsible for all cumulative records. These records must be kept at school and may be relocated to other schools upon appropriate written request.
- A. Content of Category A Records: Category A records contain the permanent report card and education records. These records are kept up to date and cannot be changed without the permission of the principal. The person making the change will initialize each change.
    1. Student's birth certificate name
    2. Birth date, place of birth, race, and sex
    3. Current address of the student
    4. Name of parent(s) or guardian(s)
    5. Name of last school attended
    6. Number of days present, absent
    7. Date enrolled, date withdrawn
    8. Classes/subjects taken, grades received
    9. Date of graduation or program completion
  - B. Content of Category B Records:
    1. Health information
    2. Information about the student's family
    3. Test scores
    4. School and vocational plans
    5. Honors and school activities
    6. Reports of special classes required by law
    7. List of schools attended
    8. Driver education certificate
    9. Letters from other groups
    10. Written requests for permission to review the record
    11. List of people who requested and received a copy of the record
    12. Written information indicating any changes made in the record
    13. Summary of state student assessment test results
    14. Copies of exceptional student education placement reports as required by law.
    15. Records of discipline, suspension, and expulsion
    16. Records of counselors' and teachers' conferences with students
    17. Free lunch applications, work experience interviews, and other records
- IV. The following strategies may be used for an eligible student or parent/guardian to change or remove a portion of the student record:
- A. A written request must be submitted to the principal, clearly identifying the part of the record to be changed, and specifying why it is inaccurate or misleading.



- B. If the request is approved, the change or removal shall be made in writing and signed and dated by the eligible student or parent/guardian and a school official. The written agreement shall show only that the record has been corrected or a portion removed.
  - C. If the District denies the request for the change of record, the District will notify the eligible student or parent/guardian of the decision, advising them of their right to a hearing. Information regarding the hearing procedures will be provided to the eligible student or parent/guardian.
  - D. If a hearing is held and a decision is made to keep the record intact without the proposed change, the eligible student or parent/guardian may include a written statement in the record. The statement may indicate disagreement with the decision and state reasons for disagreement.
- V. Procedures for Transfer of Education Records.
- A. Records shall be transferred immediately upon written request from an eligible student or parent/guardian or from a school to which a student has transferred. The principal or designee shall transfer all Category A and Category B information and shall keep a copy of Category A information.
  - B. Records shall not be prohibited from transfer for unpaid fees or fines assessed by the school.
  - C. For all Gadsden County schools, current records shall be passed to a middle or high school upon student promotion to that school. This transfer will occur automatically without request.
  - D. If a school is closed by order of the School Board, student records shall be transferred to the school at which students will attend the following year. If students will not attend school the following year, the Superintendent shall decide where records will be kept.

**Notification of Rights for Elementary and Secondary Schools**

FERPA affords parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents/guardians or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal (or appropriate official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (Optional) Upon request, the School discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parents/guardians have the following rights:

- a. They may review their child's school records.
  - b. They may give permission for others to review the records.
  - c. They may challenge information in the records.
  - d. Upon request they will receive a copy of this rule from the Superintendent's office.
4. Eligible students or parents/guardians of the student may review individual records. Copies of records may be obtained through written request to the principal or School Board contact person. All requests will be granted within 5 working days.
  5. An eligible student or parent/guardian may give permission for others to review letters or statements in the student's records. Permission must be in writing and signed by the eligible student or parent/guardian. Access by others to a student's record will be closed upon written request by the eligible student or parent/guardian.
  6. The fee for copying the school records shall be as provided by School Board Policy.
  7. Student records are located at the school/district office.
  8. Records that give personal information may not be released without an appropriate request, except to the following:
    - a. District and school administrators and supervisors
    - b. District and school personnel, their interns, and substitutes
    - c. Administrative secretaries (as required for record keeping duties)
    - d. Gadsden County Health Department (health records only)
    - e. Florida Diagnostic and Learning Resource System personnel
    - f. Officials from a school to which a student has moved
    - g. State and federal officers, if records are needed to meet legal requirements, including judicial and law enforcement agencies as specified within signed interagency agreements.
    - h. Persons requiring information for the purpose of donating money for tuition and other related expenses
    - i. State and local people who collect data for factual reporting
    - j. Colleges/Universities needing information for the benefit of students
    - k. People who set standards for schools
    - l. Parents/guardians for tax reasons
    - m. To comply with a court order
    - n. Any person requiring information for health or safety emergencies
    - o. Persons needing information for student expulsion hearings
    - p. Educational researchers who will not publish personal identification, and who destroy the information at the end of the study



9. Parents/guardians eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). Inquiries may be addressed to:  
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW,  
Washington, DC 20202-4605

**Responsibilities:**

Students/Parents/guardians have the following responsibilities:

1. To inform the school of any information that may be useful in making appropriate educational decisions.
2. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

**Rule:**

Students and parents/guardians must comply with board policies related to student records.

**Disciplinary Action:**

Failure of students/parents/guardians to provide accurate information may result in inaccurate maintenance of student records and a delay in delivery of services in a timely manner. For additional information regarding student records, and procedures, see Appendix.

**XIII. GRADES**

**Rights:**

Students have the following rights:

1. To receive a teacher's grading criteria at the beginning of each year or semester course.
2. To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent unsatisfactory work is being performed.
3. To receive periodic academic reports which may include, but not be limited to, academic and/or conduct grades. A conduct grade may not affect an academic grade.

**Responsibilities:**

Students have the following responsibilities:

1. To become informed of the grading criteria and behavior standards.
2. To maintain standards of academic performance commensurate with ability.

**Rules:**

Students enrolled in the Gadsden County School District will comply with the provisions of the Student Progression Plan.

## GENERAL DISCIPLINARY PROCEDURES

Students are under the authority of the principal/designee, teacher, or bus driver any time they are going to or from school, at school, or at any school activity. Law enforcement or other appropriate agencies may be notified by the principal/designee as deemed necessary.

### I. PRESENCE OF PUPILS, WHEN AND WHERE AUTHORIZED

Students have permission to be on the school grounds during the regular school day and during special activities. The principal will use appropriate disciplinary procedures with any student who is found on campus without permission.

### II. AUTHORITY OF THE TEACHER

- A. The principal gives to the teacher authority to control students while on school campus or at any school event.
- B. Florida Statutes 1003.32 authorizes the teacher to remove from class, students with abusive, disruptive, or unruly behavior. According to the statute, a teacher may remove from class a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. Each district school board, each district school superintendent, and each school principal shall support the authority of teachers to remove disobedient, violent, abusive, uncontrollable, or disruptive students from the classroom.

### III. OFFENSES

- A. Students shall not be subject to discipline which is verbally abusive, severe, or humiliating. Discipline shall not consist of the denial of breakfast, lunch, or toileting.
- B. The principal may discipline any student for, including but not limited to, the following misbehaviors:
  - 1. disobeying or threatening any school personnel
  - 2. profanity; offensive gestures
  - 3. destroying property
  - 4. disturbing school functions (FS 1006.145)
  - 5. leaving school without proper permission
  - 6. excessive tardies and/or unexcused absences from school
  - 7. breaking school rules
  - 8. serious misconduct
  - 9. sexual harassment
  - 10. multiple offenses
  - 11. fighting (to include instigating a fight)
  - 12. possession of wireless communication devices (such as pagers, cellular phones, iPods, MP3 players)
  - 13. possession of weapons and/or any firearm, to include imitation firearm
  - 14. possession or use of alcohol, tobacco, or other drugs
- C. Serious misconduct or multiple offenses may result in expulsion of the student by the School Board.



- D. When a non-English-proficient student and/or parent/guardian(s) are involved in any disciplinary procedure, an interpreter will participate in the process.
- E. When a student is guilty of any act or threat of violence to any school personnel on campus or at a school activity, the principal may discipline the student by suspension and/or request that the School Board expel the student.
- F. School personnel should use the disciplinary method commensurate with the offense. The discipline will be fair and will be given to each student on an individual basis. Before the student gets disciplined, the student has the right to tell his/her side of the story and he/she should be told why he/she is receiving the punishment.
- G. If a student is to be suspended, he/she will be told why before being suspended and will also get an explanation of the evidence and a chance to tell his/her side. Every effort will be made to notify the parent/guardian(s) as soon as possible. A principal may suspend for five days. If the suspension is for more than five days, or if the student is recommended for expulsion, a hearing will be held. If the student is a danger to other students or constantly keeps others from learning, he/she may be immediately removed from class and/or school. Only the School Board can expel a student. (See VIII A-B.) When a student is suspended, privileges to participate in extra-curricular activities will be revoked.
- H. All disciplinary referrals will be maintained in the district's student database.

#### **IV. DEFERRED PUNISHMENT FOR OFFENSES**

Disciplinary action for offenses occurring near the end of the school year may be carried over to the next school term.

#### **BULLYING AND HARASSMENT – GADSDEN SCHOOL BOARD POLICY #5.321**

The Gadsden County School Board prohibits acts of bullying and harassment. The School Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying or harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying or harassment is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Bullying or harassment is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

**PROCEDURES FOR THE DISCIPLINE OF  
STUDENTS WITH DISABILITIES**  
(as defined under Section 504 Rehab Act 1973, ADA & IDEA)

**6A-6.03312. Discipline Procedures for Students with Disabilities**

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of their **individual educational plans (IEPs)**. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in this rule, is appropriate for a student with a disability who violates a code of student conduct.

**PROCEDURES FOR THE DISCIPLINE  
OF K-12 STUDENTS INCLUDING PREKINDERGARTEN**

The use of corporal punishment, humiliation, total or extended isolation, and/or withholding of food is prohibited as a form of discipline for prekindergarten students. (ACYF/HS 4.02;45 CFR 1304). When necessary, additional assistance will be acquired to provide for the needs of individual children.

Definitions specific to this policy:

Corporal Punishment - Paddling, slapping, pulling of hair, pinching, or any other means of causing bodily harm.

Denial of Participation in Extracurricular Activities - Denying a child the opportunity to participate in out-of-class activities such as field trips or parties. When necessary, additional assistance will be acquired to provide for the needs of individual children.

Extended Isolation in the Classroom - Denying a child the opportunity to participate in classroom activities for an unreasonable period of time. (e.g. long periods in time out).

Humiliation - Using derogatory remarks when referring to a child, name calling, or any other action that could lower the pride, dignity, or self-respect of a student.

Withholding of Food - Denying a child food that is provided to his/her peers such as dessert, snack, party foods, etc.

Total Isolation - Placing a child out of view of a responsible adult.

Suspension- The temporary removal of a child from his regular school program or the school bus.

Expulsion - The removal of the right and obligation of a child to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

Suspension and/or expulsion are NOT RECOMMENDED in disciplining prekindergarten children. These procedures should only be used for the safety, health, or welfare of any student, teacher, or staff member.

If a child's problem behavior is extensive or has escalated over a period of time, this may be an indicator of a physical or emotional problem and a referral to the prekindergarten office and the student study team may be needed.



~~SECONDARY SCHOOLS GRADES 6-12~~ **DISCIPLINARY PROCEDURES**  
**GRADES K-12**

Discipline Guidelines and Procedures

CLASS I	MINOR OFFENSES
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\*Document All Actions Taken in Class I on the Classroom Behavior Management Form

- Chewing gum, eating food, or drinking beverages during class
- Being unprepared for class/no materials
- Arriving late to class (up to 5 minutes)
- Refusing to do classroom work
- Sleeping in class
- Using offensive language in general conversation with peers
- Disrupting the classroom (talking out loud, getting out of seat, laughing or talking at inappropriate times)
- Displaying intimate affection in public
- Possessing inappropriate items, (toys, games, tape players, beepers, cellular phones)
- Disrupting the class by any other minor offense

Actions To Be Taken By Teachers

*1st Offense*

- Contact the parent/guardian. **[required]**
- Hold a teacher/student conference with documentation **[complete applicable section of Classroom Behavior Management Form (CBM)]**.
- Collect inappropriate items from the student and return them at end of the day or when a parent/guardian collects them.

*2nd Offense*

- Use creative teacher interventions (may include behavior improvement plan, disciplinary work, etc.).
- Refer the student to the homeroom teacher (If student is an athlete, refer to coaches)
- Hold formal teacher-student conference and contact the parent/guardian. **(complete applicable section of CBM)**
- Refer the student to the team leader or designee, if applicable.
- Refer the student to the Guidance Counselor/Resource person/Student Study Team.
- Arrange peer mediation for the student.

*3rd Offense*

- Contact the parent/guardian. **[required]**
- Render a verbal reprimand.
- Provide notification of the consequences of the next offense.
- Arrange peer mediation for the student.
- Refer the student to the team leader or designee.
- Refer the student to a Guidance Counselor.

*4<sup>th</sup> Offense*

**ACTIONS TO BE TAKEN BY ADMINISTRATORS**

- Contact the parent/guardian. **[required]**
- Refer the student to an Administrator for disciplinary action/parent/guardian contact
- Suspend the student from home-based school activities for 2 weeks.
- Assign the student to after-school detention - 2 Days
- Assign work detail to the student.
- Assign the student to in-school suspension (ISS) for 3 to 5 days/parent/guardian contact.

## CLASS II

## INTERMEDIATE OFFENSES

- Repeating classroom disruptions
- Failing to serve detention or other disciplinary interventions
- Instigating conflicts by spreading rumors, false statements, accusations, threats and other statements that tend to escalate situations or incite chaos
- Throwing food or drinks in cafeteria
- Loitering in an unauthorized location
- Using obscene or profane language or gestures
- Possessing or using tobacco products
- Cheating, plagiarism, abuse of technology, or forgery
- Skipping class/Leaving class
- Throwing or propelling objects or spitting
- Intimidating or harassing another student
- Dressing in opposition to the dress code (~~including drop pants~~)
- Repeating Class I offenses
- Unauthorized usage of electronic devices
- Drop Pants / Saggy Pants (reference page 12)

## Actions To Be Taken By Administrators

- An administrator calls the parent/guardian. **[required]**
- An administrator will assign In-school suspension (ISS) for specified number of days.
- An administrator will assign 3 - 5 days out-of-school suspension (OSS) /parent/guardian contact.
- An administrator will assign 5 days OSS [school level hearing/ parent/guardian conference]
- An administrator will provide a hearing with the option to give OSS of 5 more days.
- The School Resource Officer will issue a citation.
- An administrator will provide peer mediation for the student.
- An administrator will involve the Guidance Counselors in fact-finding and counseling of students.
- Drop pants / saggy pants: verbal warning; ineligibility to participate in extracurricular activities; in-school suspension

## CLASS III

## GROUP A

## MAJOR OFFENSES

- Defying a school district employee (an attitude or action designed to provoke a confrontation)
- Defacing school property/malicious mischief
- Inciting or participating in riotous behavior
- Obstructing school employees from their duty (preventing fight breakups, etc.)
- Possessing merchandise stolen on school campus
- Trespassing
- Using school property without authorization (computers, A/V or PE equipment)
- Exhibiting lewd and lascivious behavior
- Possessing obscene literature or objects
- Stealing
- Repeating Class II offenses
- leaving school campus without permission
- under the influence of alcohol and/or drugs

## Actions To Be Taken By Administrators

*1st Offense*

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral and administrator confers with the student.
- An administrator assigns 3-5 days out of school suspension.
- An administrator warns the student and parents/guardians of the consequence of the second offense.
- Guidance Counselors assist with fact finding and counseling of students.



- The student/parent/guardian makes restitution
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.
  
- **2nd Offense**
- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out of school suspension and conducts a hearing.
- An administrator warns the student and parent/guardian of the consequences of the third offense.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

**3rd Offense**

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- Administrator confers with student.
- An administrator assigns 5 days out-of-school suspension with a hearing.
- An administrator informs the student and parent/guardian that all subsequent referrals will result in recommendation for alternative placement and/or expulsion.
- An administrator conducts a hearing for expulsion and/or alternative placement considerations.
- The student/parent/guardian makes restitution.
- The Resource Officer administers a civil citation.
- A law enforcement officer is called to give assistance.

CLASS III	GROUP B	MAJOR OFFENSES
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- Fighting (involvement in physical confrontation in which the participant either initiated the fight or failed to take advantage of an opportunity to avoid escalation of the incident that led to the fight)
- Creating a hostile environment that includes harassing, physical, verbal, graphic or written conduct that is sufficiently severe, pervasive or persistent as to interfere with an individual's ability to participate in or benefit from school activities. This includes all forms of sexual, racial, national origin, disability or other forms of discrimination or harassment prohibited by school board policies
- Threatening, harassing or intimidating a school district employee/adult

**Actions To Be Taken By Administrators**

**1st Offense**

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension.
- Guidance Counselors assist in fact finding and counseling of student.
- An administrator reads the second offense consequences to the students and parent/guardian.
- An administrator provides peer mediation.

**2nd Offense**

- An administrator calls the parents/guardians. **[required]**
- The teacher/administrator writes a referral.
- An administrator confers with the student.
- An administrator assigns 5 days out-of-school suspension with a hearing for possible alternative placement and/or expulsion considerations.

## ZERO TOLERANCE OFFENSES

## REFER TO THE GADSDEN COUNTY SCHOOL BOARD CODE OF STUDENT CONDUCT.

## Florida Statute: 1006.13 - Zero Tolerance Policy

1. The Gadsden County School Board has a zero tolerance policy for:
  - (a) Crime and substance abuse, including the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the district school board.
  - (b) Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.
  
2. The zero tolerance policy requires students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. . (See definition of expulsion.)
  - (a) Bringing a firearm, imitation firearm, or weapon (as defined in F.S. Chapter 790) to school, to any school function, or possessing a firearm, imitation firearm, at school. (to include the possession, use, or sell of a firearm, imitation firearm, or explosive on campus, at a school activity, or on school sponsored transportation, including designated bus stops, or
  
  - (b) Making a threat or false report (as defined by subsection 790.162 and 790.163) respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity, bring, possess, use, or sell a firearm, imitation firearm, or explosive on campus

The Gadsden County School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.

**Offenses Prohibited**

1. The Gadsden County School Board's zero tolerance for students that have been found to have committed any of the offenses listed below on school property, school sponsored transportation, including designated bus stops, or during a school sponsored activity. These students will be referred to the School Board for expulsion.
  - a. homicide (murder, manslaughter)
  - b. sexual battery
  - c. armed robbery
  - d. aggravated battery
  - e. assault, battery or aggravated battery on a teacher or other school personnel
  - f. kidnapping or abduction
  - g. arson
  - h. possession, use, or sale of any firearm, to include an imitation firearm
  - i. display, use, threaten, or attempt to use any imitation firearm
  - j. possession, use, or sale of any explosive device



- k. possession, use, or sale of drugs or alcohol
- l. threat or false report involving a school or school personnel's property, school transportation, or a school sponsored activity.
- m. bomb threat
- n. possession, use of hazardous chemical or substances material

(The above terms are defined in the glossary.)

2. Any student charged with an assault or battery on any employee of the School Board shall be removed from the classroom immediately and placed in an alternative school setting pending disposition. After an investigation, if the student is found guilty of this offense and in violation of F.S. 784.081, he/she shall be expelled or placed in an alternative school setting (F.S. 1006.13(4)).
3. **All incidents involving firearms, imitation firearms, explosives, unlawful possession, use or sale of controlled substances, including alcohol, and offenses listed in 1 above will be referred immediately to law enforcement.**
4. In the case of a physical altercation (fight) between two or more students on campus, school bus, or at any school sponsored activity, and where it is determined by the principal/designee that one or more of the students was/were the aggressor(s), and the remainder was/were the defender(s), the aggressive behavior of the student(s) shall be considered a zero-tolerance offense for which the student(s) will be subject to expulsion procedures as outlined in the Code of Student Conduct and the Fight Intervention Program.
5. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### **WEAPONS PROHIBITED**

2. Students must not bring or possess weapons on campus, at any school activity, or on school-sponsored transportation, including designated bus stops. For use in this policy, weapons shall include but not be limited to the following: air rifle, BB or pellet gun, rifle, shot gun, zip gun, stun gun, pistol, ammunition or explosive device (no matter how limited), incendiary device, ice pick, knife, box cutter, pocket knife, machete, hypodermic needle(s), laser pointer, brass knuckles, club, nunchakus, razor blade, self-defense sprays (such as mace or pepper gas), sling shot, spear, sword, or any item used with intent to cause bodily harm to another individual.
3. The principal or designee will immediately contain/remove the student from the class or school campus and investigate the alleged offense. After the investigation has been completed, the principal may complete procedures for suspension for up to five days.
4. The use and/or possession of a weapon other than a firearm, imitation firearm, or explosive device will result in suspension, expulsion, or other disciplinary action.
5. All incidents involving weapons will be referred to law enforcement. Willful and knowing possession of these weapons (listed in A above) may be a misdemeanor or third degree felony.
6. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

#### **CERTAIN DRUGS PROHIBITED**

1. The use, distribution, sale and/or unlawful possession of mood modifiers, controlled substances or alcohol on campus, at school activities, or on school-sponsored transportation, including designated bus stops, is strictly prohibited. If, after an investigation, a student has been determined to be in violation of this section, he or she will be referred to the School Board for expulsion.
2. **All incidents involving unlawful possession, use or sale of controlled substances, including alcohol, will be reported to law enforcement.**

3. With written parent/guardian permission, using Form GCSB 893, a prescribed or nonprescribed medication may be given to a student by authorized school personnel. (See School Board rule 5.62.)
4. In implementing this policy, the district will comply with all local, state, federal laws and guidelines.

### PROCEDURES FOR STUDENT TRANSFER-FELONY CHARGES

1. Section 1006.09, Florida Statutes provides for the transfer to an alternative program of a student enrolled at school who:
  - a. has been formally charged with a felony, or with a delinquent act which would be a felony if committed by an adult, by a prosecuting attorney; and
  - b. the incident for which he/she has been charged occurred on other than school property, and
  - c. under circumstances in which the student would not already be subject to the rules and regulations of the Gadsden County Schools; and
  - d. the incident would have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled.
2. If the principal proposes a felony transfer, he/she will, in accordance with Section 1006.09(2), Florida Statutes, conduct an administrative hearing for the purpose of determining whether or not the student should be assigned to an alternative program pending determination of his/her guilt or innocence, or the dismissal of the charge, by a court of competent jurisdiction. The following procedures shall be followed if the principal proposes a felony transfer.
  - a. Upon receiving proper notice that a student has been formally charged with a felony or with a delinquent act which would be a felony if committed by an adult, the principal shall notify the parent/guardian of the student, in writing of the specific charges against the student and of the right to a hearing.
  - b. Such notice shall set a date for the hearing which shall not be less than two (2) school days nor more than five (5) school days from date of postmark or delivery. It shall also advise the parent/guardian of the conditions under which a waiver of discipline may be granted.\* A hearing can be held without the attendance of the parent/guardian after proper notification.

**\*Waiver of Discipline:**

any pupil who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under chapter F.S. 893, may request a waiver of the discipline code:

- i. If the pupil divulges information leading to the arrest and conviction of the person who supplied such controlled substance to him/her, or if the pupil voluntarily discloses his/her unlawful possession of such controlled substance prior to his/her arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the pupil divulging such information, or
  - ii. If the pupil commits himself/herself, or is referred by the court in lieu of sentence, to a state licensed drug abuse program and successfully completes the program. Florida Statutes 1006.09.
3. The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal.
  4. The student may speak in his/her own defense, may present any evidence indicating his/her eligibility for waiver of disciplinary action, and may be questioned on his/her testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.



5. In conducting the hearing, the principal/designee shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
6. Following the hearing, the principal shall provide the student and parent/guardian with a decision, in writing, as to whether or not student transfer for felony charges will be made, and if so, the effective date of such transfer. In arriving at this decision, the principal shall consider the conditions under which a waiver of discipline may be granted, and may grant such a waiver when she/he determines such action to be in the best interests of the school and the student.
7. If the court determines that the pupil did commit the felony or delinquent act which would have been a felony if committed by an adult, the principal may recommend that the student be expelled. This expulsion, however, shall not affect the delivery of educational services to the pupil in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. (F.S. 1006.09)
8. If a student is convicted or is found to have committed, a felony or a delinquent act, which would be a felony if committed by an adult, regardless of whether adjudication is withheld, participation in interscholastic, athletic, and extra-curricular activities will be withheld.

#### SUSPENSION/EXPULSION

Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on public school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee for a period not to exceed ten (10) school days. During the suspension, the student is remanded to the custody of the parent/guardian with specific homework assignments for the student to complete. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

1. The principal must follow all procedures for suspensions/expulsions. Only the School Board can expel students.
2. If a student is suspended or expelled from school, the student will not be allowed to attend any other school or school activity in the district until the time of suspension or expulsion has ended, or the School Board or the Superintendent has assigned an alternative setting. Failure to adhere to this rule could result in the extension of the suspension/expulsion and/or arrest.
3. Computerized records must be kept on all disciplinary actions that involve suspension/expulsion, and alternative placement.
4. The following are procedures for suspension:
  - a. Before suspending a student, the principal/designee will investigate the alleged offense, giving the student a chance to tell his/her side of the story and obtain written statements from witnesses, if appropriate.
  - b. When a student is suspended from school, an immediate attempt will be made to contact the parent/guardian(s). The student, the parents/guardians, and the Superintendent will be sent written notice (suspension form) within twenty-four hours.
  - c. The suspension by the principal may not be for more than ten days. No student will be suspended for more than five days without a school hearing which will adhere to the following procedures:
    - i. A suspension form will be completed giving the date for the hearing (usually on the third or fourth day of the suspension), and it will also include the time, place, and the purpose for the hearing.
    - ii. The hearing will be video and/or audio taped.

- iii. The student may bring witnesses to speak for him/her, ask other witnesses questions, and tell his/her side of the story.
  - iv. This hearing should include the student and his/her parent/guardian(s) and may also include teachers, administrators, guidance counselors, school psychologists, and/or others as appropriate.
  - v. Decisions will be based on the information presented.
  - vi. At the end of the hearing, the principal will tell the student and the parent/guardian(s) verbally and later in writing what he/she has decided to do about the misbehavior. The Principal may extend the suspension up to 10 days.
5. The following are procedures for an expellable offense:
- a. When a student commits an expellable offense (see Zero Tolerance Policy), the Principal/Designee investigates. If after the investigation it is deemed necessary to continue the expulsion process, the Principal/Designee notifies:
    - i. parent/guardian of suspension and sets a hearing date (hand delivered)
    - ii. the District Office
    - iii. ESE, ESOL and School Psychologist (if appropriate)
  - b. At the school hearing the following will be present:
    - i. student
    - ii. parent/guardian
    - iii. school personnel
    - iv. district personnel
    - v. witnesses
    - vi. other appropriate personnel
  - c. The following guidelines will be adhered to at the school hearing:
    - i. The Principal/Designee will chair the hearing.
    - ii. All information discussed will be recorded.
    - iii. Everyone involved in the incident may give his/her side of the story.
    - iv. All pertinent information will be discussed including the student's discipline, attendance, and academic records and other significant information such as police and witness reports.
    - v. The recommendations of the Principal/Designee may also include, but not be limited to, alternative programs, counseling, community service, drug and rehabilitative treatment centers, extended suspension, and expulsion.
    - vi. If expulsion is recommended to the Superintendent, the suspension is extended for a total of 10 days. The parent/guardian is notified of the date of the School Board Meeting.
    - vii. The parent/guardian has the right to request a School Board Hearing prior to the School Board Meeting.
  - d. If the Superintendent concurs with the Principal's decision, he will make a recommendation to the School Board. If the Superintendent does not agree with the expulsion recommendation, the student will be allowed to return to school.
  - e. All recommendations for expulsion are placed on the School Board agenda for final action. The Superintendent will give to the Board, prior to the School Board meeting, background information on the student. The Board will act upon the recommendation of the Superintendent. The principal making the recommendation for expulsion must be present when the case goes before the School Board.



## CORPORAL PUNISHMENT

Corporal punishment is prohibited.

### COLLECTION OF EVIDENCE / SEARCH AND SEIZURE

The right of students as citizens to be free from unreasonable search shall be preserved in the schools. However, the principal or designee has the right to collect evidence as necessary to provide for the safe and orderly operation of the school and all of its functions. These may include, but not be limited to, the following measures:

1. General Search: In all cases of search the responsible school officials shall maintain an accurate written summary of the events surrounding the search incident.
2. Lockers: Lockers remain the property of the school and are provided to students without charge. The rights of personal property, however, as well as the rights of the school, must be afforded consideration. The school principal or his designee is authorized to open lockers in the presence of another witness and to examine their contents to include personal belongings of students when such person has reasonable suspicion to believe that the contents threaten the safety, health, or welfare of any student or include property stolen from the school personnel or other students. This policy does not preclude administrators from being able to randomly search lockers. Appropriate notices will be posted to this effect.
3. Personal Search: With reasonable suspicion, the administrator/designee may conduct a personal search of a student. Personal search may include: emptying of pockets, removal of shoes and socks, and removal of jacket. FRISKING AND STRIP SEARCHES ARE PROHIBITED.
4. Use of Metal Detectors: As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors to the public schools, and to enforce provisions of the Code of Student Conduct, metal detectors may be used to scan and screen for firearms, imitation firearms, and other weapons which have no place in public schools due to the fact that they are life threatening, cause bodily harm, and have adverse and disruptive effects on the educational process.
5. Search of Vehicles: Any motor vehicle parked on school property may be searched by the site administrator or designee with reasonable suspicion. Appropriate notices will be posted to this effect.
6. Use of Video Cameras: For the health, welfare, and safety of students, faculty, and staff, video cameras may be used on school buses and in school facilities as appropriate.
7. Drug-Sniffing Dog: In searching for illegal objects or substances in students' lockers or other school areas, a trained drug-sniffing dog may be used. The search procedure shall consist of the following:
  - a. Contact the Superintendent or his designee for approval.
  - b. The search will be conducted to avoid contact between students and the dog.
  - c. Contact the local law enforcement office and obtain a certified officer and a certified drug-sniffing dog, if drugs are suspected.

**CLASSROOM BEHAVIOR MANAGEMENT FORM FOR  
MINOR OFFENSES IN K-12 SCHOOLS**

STUDENT \_\_\_\_\_ I.D. \_\_\_\_\_ DATE \_\_\_\_\_  
TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_ PERIOD \_\_\_\_\_  
CIRCLE IF APPLICABLE TO STUDENT: ESE \_\_\_\_\_ ESOL \_\_\_\_\_

The above student's behavior has been disruptive to the class and inhibits my ability to teach. Specifically, the problem is:

\_\_\_\_\_  
\_\_\_\_\_

As the classroom teacher, I have taken the following steps to correct the problem:

**1st Offense:** An **AFTER-CLASS DISCUSSION** was held on \_\_\_\_\_ with the student regarding the above problem. The student's reaction to the problem and my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature

**2<sup>nd</sup> Offense:** A **FORMAL TEACHER/STUDENT CONFERENCE** was held on \_\_\_\_\_ at \_\_\_\_\_.  
(DATE) (TIME)

The problem was again discussed, and the student was warned that further misbehavior would result in a referral to the office. The student's reaction to my suggestions for improvement were:

\_\_\_\_\_ Favorable \_\_\_\_\_ Unfavorable \_\_\_\_\_ No reaction

**PARENT/GUARDIAN PHONE CONTACT**

(Name and No.) \_\_\_\_\_ was called on \_\_\_\_\_. The parent/guardian was advised of the problems and the steps taken thus far by me to remedy the problem. The parent/guardian's support was requested. Parent/Guardian reaction was:

\_\_\_\_\_ Positive \_\_\_\_\_ Neutral \_\_\_\_\_ No reaction

**3<sup>rd</sup> Offense:** The following **RESOURCE PEOPLE** were consulted:

A. Department/Team Chairman/Leader: The following recommendation/s was made:

\_\_\_\_\_

B. Guidance Counselor: The following recommendation/s was made:

\_\_\_\_\_

C. Other: The following assistance was provided:

\_\_\_\_\_

**4th Offense: THE PROBLEM PERSISTS:** I request administrative assistance with this student. [Send this form and the student to the office.]

\_\_\_\_\_  
Date/Time Student Sent

\_\_\_\_\_  
Teacher signature

White – Office Yellow – Parent/Guardian Pink – Guidance Gold – Referring Teacher



## AUTHORITY OF THE SCHOOL BUS DRIVER

1. The principal/designee gives to the bus driver authority to control students to and from school or on school trips. Any student who misbehaves may be reported to the principal.
2. The bus driver will not suspend a student from riding the bus, spank a student, or put a student off the bus at any place other than his regular stop. However, if a bus driver has a note from the student's parent/guardian which has been approved by the school, the bus driver may let the student off at another stop. If there is an emergency on the bus because of student behavior, the bus driver must take care of the emergency and protect the students on the bus. The bus driver will immediately report the incident to the proper authority.

## MISCONDUCT ON SCHOOL BUSES

If a student misbehaves on the school bus, the bus driver may report the misbehavior to the principal. The principal may suspend the student from riding the bus for no more than ten (10) school days per offense. Please note: If ESE students do not get a ride to school during the bus suspension, the suspension will count towards the maximum allowable ten (10) day school suspension for the year. If the suspension is for more than five (5) days, a hearing is required. The School Board may change the suspension to an expulsion from the school bus. The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

## BUS OFFENSES

### MINOR OFFENSES

- Shouting/loud talking
- Eating / drinking
- Littering
- Holding hand/head outside of the bus

### Actions To Be Taken

- **BUS DRIVERS' INTERVENTIONS (use one or more)**
- Conduct a conference with the student.
- Assign a new seat assignment.
- Notify the parents/guardians.
- Write a referral and give it to an administrator.
  
- **ADMINISTRATORS' INTERVENTIONS**
- 1st referral : Notify parents/guardians and have a conference with the student.
- 2nd referral: 1- 3 days off bus
- 3rd referral: 3 days off bus
- 4th referral: 5 days off bus (**Hearing Requested**)

### MAJOR OFFENSES

- Being out of seat when bus is in motion
- Using foul language/ racial slurs
- Defacing property
- Throwing objects
- Holding hand/head outside bus while in motion
- Fighting
- Distracting the bus driver with deviant behavior

**Actions To Be Taken By Administrators**

- Restitution is paid by the student/parent/guardian.
- 1st referral: 1-3 day off bus
- 2nd referral: 3-5 days off bus
- 3rd referral: 5 days off bus
- 4th referral: 5 days off bus (**Hearing Requested/expulsion considered**)

The student may also be subject to other disciplinary actions which may include suspension or expulsion from school.

**ZERO TOLERANCE ON THE BUS**

- Threatening/assaulting the driver
- Possessing weapons
- Possessing/using drugs/alcohol



## GLOSSARY

**Abuse of property/minor vandalism** - to use wrongly or improperly, or to maltreat any school equipment or property

**AGGRAVATED BATTERY** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery.

**Alcohol possession, use, sale, storage, or distribution** - having on one's person or within one's personal property or under one's control by placement of and knowledge of the whereabouts or reasonable belief that one has assimilated, or reasonably appears, in the judgment of appropriate school officials, to be under the influence of any alcoholic substance

**Armed robbery** - the taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear; with the use of a firearm, imitation firearm, or other deadly weapon

**Arson** - to willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being

**Articles disruptive to school** - to possess, display or use anything that is disruptive to the general peace and welfare of a school center, school bus, or a school sponsored activity

**ASSAULT** - an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so which creates a well-founded fear in such other person that such violence is imminent. (F.S 784.011)

**Assault on school board employee** - any intentional, unlawful threat, by word or act, to do violence to a school board employee, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Attempted criminal act against a person** - any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense

**Battery (Aggravated)** - intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery

**Battery or aggravated battery on a school board employee** - a battery or aggravated battery on any elected official or school district employee whether it is committed on school property, on school sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business

**Bomb threat** - intentionally making a false report to any person concerning the placement of any bomb, dynamite, explosive, or arson-causing device

**Breaking and entering/burglary** - the unlawful entry into a building or other structure with the intent to commit a crime

**BULLYING** - Systematically and chronically inflicting physical hurt or psychological distress on one or more students, or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create

an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- a. Unwanted teasing;
- b. Social Exclusion;
- c. Threatening;
- d. Intimidation;
- e. Stalking;
- f. Cyberstalking;
- g. Cyberbullying;
- h. Physical violence;
- i. Theft;
- j. Sexual, religious, or racial harassment;
- k. Public humiliation;
- l. Rumor or spreading falsehoods; or
- m. Destruction of school or personal property.

**Bus disruption** - behavior that disrupts and/or distracts the driver from safely operating the school bus

**Cheating (copying work of another, using materials not authorized to use** - copying of anyone else's work or cheating on any test or assignment

**Chemical/hazardous material** - Any chemical compounds or dangerous materials that may be used to cause harm or vulnerability to any person(s).

**Computer misuse/inappropriate use of e-mail/internet** - the inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files; accessing or entering unauthorized internet sites; distributing inappropriate electronic messages

**Confrontation/tussle** - a verbal confrontation, struggle, or scuffle involving more than one person; pushing, shoving, pulling, etc. that has the propensity to escalate into a fight

**Contraband, non-criminal** - possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, etc.; these will be confiscated

**CORPORAL PUNISHMENT** - Paddling by the principal/designee on the student's buttocks.

**Criminal assault on a student/person** - any intentional, unlawful threat, by word or act, to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person that violence is imminent

**Criminal battery on a student/person (non-School Board Employee)** - an actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual, including child abuse; the malicious and unprovoked physical attack by an aggressor upon another person

**DESTRUCTIVE DEVICE** - A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage (F.S. 790.001(4)).

**Disobedient/open defiance/insubordination** - refusal or failure to obey, marked by resistance to authority; the flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority

**Disobeying rules on the school bus** - violation of the posted or written rules of conduct for the bus that is not necessarily a disruptive behavior; e.g.: not in assigned seat, eating or drinking on the bus



**Disorderly conduct/disruption of school** - any act which substantially disrupts the orderly conduct of a school function, behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others

**Disrespectful language** - written or verbal remarks or gestures that show a lack of respect, rudeness or are inappropriate; The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons

**Disruptive behavior** - behavior by its nature disrupts the educational process, but is not criminal.

**Disruptive play** - non-confrontational activity that is not appropriate in a school setting and is disruptive to the educational process; engaging in rowdy, rough behavior that interferes with the safe and or purposeful order of a school; e.g.: horseplay, chasing another student in the hallway of classroom, etc.

**Dress code violation** - to dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety; violations of the school dress code

**Drug paraphernalia use, sale, storage, or distribution** - to possess, use, sale, store, or distribute any equipment, device, or equipment used for the purpose of preparing or taking drugs

**Drugs represented as drugs/imitation, use, storage, or possession** - to store, possess, purchase, use, or be under the influence of any mood modifying substance and/or dangerous substance including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as designer drugs, or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the school district

**DUE PROCESS** - A student has the right to a fair, reasonable, and impartial hearing for a broken or disobeyed rule. [F.S 1006.07]

**EXPLOSIVE (F.S. 790.001 (5))** - any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators; but not including:

(a) Shotgun shells, cartridges, or ammunition for firearms;

(b) Fireworks as defined in s. 791.01(4)(a); means and includes any combustible or explosive composition or substance or combination of substances or, except as hereinafter provided, any article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation. The term includes blank cartridges and toy cannons in which explosives are used, the type of balloons which require fire underneath to propel them, firecrackers, torpedoes, skyrockets, roman candles, dago bombs, and any fireworks containing any explosives or flammable compound or any tablets or other device containing any explosive substance.

(c) Smokeless propellant powder or small arms ammunition primers, if possessed, purchased, sold, transported, or used in compliance with F.. 552.241;

**Explosive devices possession, use, sale, or distribution (not firecrackers, fireworks)** - an explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock, including but not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators

**EXPULSION** - Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance. Expulsion can also mean alternative placement.

**Extortion/blackmail/coercion** - the use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money

**EXTRACURRICULAR** - any school-authorized or education-related activity occurring during or outside the regular instructional school day. [F.S. 1006.15]

**Failure to comply with class/school rules** - violation of specified posted or written school or class rule that is not necessarily a disruptive behavior; e.g.: repeatedly chewing gum, repeatedly tardy for class, etc.

**False fire alarm/911 call** - whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call

**FALSE REPORT INVOLVING SCHOOL, SCHOOL PERSONNEL'S PROPERTY, SCHOOL TRANSPORTATION OR SCHOOL SPONSORED ACTIVITY** - Making a false report with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, or other deadly explosive.

**Fighting** - mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence

**FIREARM** - means any weapon (including a starter gun) 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 firearm muffler or firearm silencer; any destructive device; or any machine gun. The term "firearm" does not include an antique firearm unless the antique firearm is used in the commission of a crime. [F.S. 790.001(6)]

**\*FIREARM, POSSESSION, USE, OR SALE OF** - Possession, use, or sale of any firearm, imitation firearm, on school property, school-sponsored transportation or during a school-sponsored activity. A firearm, imitation firearm, is any weapon (including a starter gun) 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 firearm muffler or firearm silencer; any destructive device; or any machine gun. [F.S. 790.001(6)]

**Fireworks/firecrackers** - possession, use, sale, storage, or distribution of fireworks or firecrackers or associated devices

**Forgery of a document or signature** - to fashion or reproduce for fraudulent purposes

**Gambling** - one who participates in games of chance or skill for money or profit

**GRIEVANCE PROCEDURE** - The process of filing appropriate forms resulting from a complaint filed by a student. Forms may be obtained from the principal.

**HARASSMENT** - Any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

**Homicide/murder** - the unlawful killing of a human being; and manslaughter – the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification

**ILLICIT DRUG** - A drug not allowed by law, custom, rule, etc.

**IMITATION FIREARM** – Any toy gun, replica of a firearm, air-soft gun that fires nonmetallic projectiles, or other device that is so substantially similar in coloration and overall appearance to a firearm.

**Inappropriate activity** - any activity that is disruptive and/or inappropriate in a school setting that does



not fit into another category

**Intentionally striking a staff member intervening in a fight** - intentionally striking or violently struggling with a staff member intervening in a fight or confrontation

**Kidnapping or abduction** - forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority, with intent to hold for ransom or reward or as a shield or hostage; commit or facilitate commission of any felony; inflict bodily harm upon or to terrorize the victim or another person

**Leaving School Grounds without permission** - unauthorized leaving of the school grounds

**Lying/misrepresentation** - intentionally providing false or misleading information to, or withholding valid information from a school staff member

**Motor vehicle theft** - theft or attempted theft of a motor vehicle; anything that is self-propelled

**Obscene, lewd, or inappropriate act** - the use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially unacceptable, or not suitable for an educational setting

**Other potentially dangerous weapons/items** - any instrument or object, other than firearms or knives, deliberately used to inflict harm on another person, or used to intimidate any person

**Out of Assigned Area** - out of assigned area without permission and/or in a restricted access area without permission

**PERMISSIBLE ABSENCE** - An absence which has the sanction of the parents/guardians and the school. This may include activities such as an individual educational trip or other extenuating circumstance. Any such individual educational trip must be planned by the parent/guardian and teacher, and a written report of the trip must be presented to the teacher. Work missed may be made up by the student.

**Petty theft/stealing 1 (\$0-\$10)** - the unlawful taking, carrying, or lending of property less than \$10.00 in value from the possession or constructive possession of another person

**Petty theft/stealing 2 (\$10-\$25)** - the unlawful taking, carrying, lending, or riding away of property more than \$10, but less than \$25 in value from the possession, or constructive possession of another person

**Petty theft/stealing 3 (\$25-\$50)** - the unlawful taking, carrying, lending, or riding away of property more than \$25, but less than \$50 in value from the possession, or constructive possession of another person

**Physical aggression (not involving law enforcement)** - the intentional physical aggression of one party against another person such as pushing, punching, or striking

**Plagiarism** - The unauthorized use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words or allowing one's own personal work or homework to be copied

**Possession/use of tobacco products** - possession, use, sale, storage, or distribution of tobacco products on school district property

**Profane/obscene language** - abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person

**PROHIBITED ITEMS** - An item prevented by law or by an order.

**Public display of affection** - engaging in overtly amorous contact or language not appropriate in a school setting

**Robbery** - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and /or by putting the victim in fear

**Sexual battery (attempted or actual forcible penetration)** - forced- oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object

**Sexual harassment** - any slur, innuendo, or other physical conduct reflecting on an individual's gender which has the purpose of creating an intimidating, hostile, or offensive educational work environment; has the purpose or effect of unreasonably interfering with an individual's work or school performance or participation; or otherwise affects an individual's educational opportunities; sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature

**Sexual misconduct** - engaging in a sex act or physical conduct of a sexual nature; the unlawful sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat and where the victim is capable of giving consent

**Stealing more than \$50** - the unlawful taking, carrying, leading, or riding away of property more than \$50, in value from the possession or constructive possession of another person or entity (meaning school)

**SUSPENSION** - Removal of students from their regular school program for a period not to exceed 10 school days. Pursuant to Florida Statute 1006.09, no student who is required by law to attend school shall be suspended for unexcused absence or truancy.

**Tardiness, Habitual** - consistently late to class or school

**TEAR GAS GUN OR CHEMICAL WEAPON OR DEVICE** - any weapon of such nature, except a device known as a "self-defense chemical spray." "Self-defense chemical spray" means a device carried solely for purposes of lawful self-defense that is compact in size, designed to be carried on or about the person, and contains not more than two ounces of chemical. [F.S. 790.001(3)(b)]

**THREAT AGAINST SCHOOL, SCHOOL PERSONNEL'S PROPERTY, SCHOOL TRANSPORTATION OR SCHOOL SPONSORED ACTIVITY** - Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm.

**Threat, non-criminal** - a threat (less serious than assault) by word or act to do violence to another person or his/her property; e.g.: "You better watch your back", "I'm going to get you after school."

**Trespassing** - to enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion, employees not required by their employment to be at the particular location; and unauthorized persons who enter or remain on campus or school district facility or sponsored activity after being directed to leave

**Truancy/Unexplained Absence** - An absence from class or school that the reason or excuse is inadequate or does not meet the criteria for an excused absence

**Unauthorized possession or use of prescription medication** - to possess, use, sell, store, or distribute or be under the influence of any substance which requires a physicians prescription, or any over-the-counter medication without parent/guardian approval and school notification

**Unauthorized sale/distribution of materials (non-criminal)** - unauthorized selling or distributing of materials not generally considered illegal; e.g.: candy

**UNEXCUSED ABSENCE** - An absence which does not have the approval of the school, or which is due to disciplinary action against the student. Ordinarily, in such case, the work missed may not be made up by the student for credit.



**Unintentionally striking a staff member intervening in a fight** - unintentional striking or violently struggling with a staff member intervening in a fight or confrontation

**Unknown weapon possession** - type of instrument or object unknown at the time of the report

**Unserviced detention (extended)** - unexcused absence from a scheduled extended detention

**Unserviced detention (regular)** - unexcused absence from a scheduled regular detention

**Unserviced detention (Saturday)** - unexcused absence from a scheduled Saturday detention

**Use of intoxicants** - the inappropriate use of intoxicants, including but not limited to, glue, solvents, butane, and whipped cream, for the purpose of obtaining a mood-modifying experience

**Vandalism more than \$100 (includes time and labor)** - the willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. This includes graffiti.

**WEAPON** - A weapon may be, but is not limited to, any firearm, imitation firearm, any explosive or destructive device, any knife, razor blade or box cutter, any dirk (dagger), metallic knuckles, slungshot (a small mass of metal, stone, sand, or similar material fixed on a flexible handle, strap, or the like, used as a weapon.), billie [billie (also spelled billy) club, night stick, a stick of less than arm's length, usually made of wood, plastic, or metal], tear gas gun, chemical weapon or device, or other deadly weapon except a firearm or a common pocketknife, plastic knife, or blunt-bladed table knife [F.S. 790.001(13)] or any item used with intent to cause bodily harm to another individual.

**Weapon/knife possession** - the possession of any knife that may inflict harm on another person, or be used to intimidate another person, including, but not limited to, fixed blade knives, folding knives, switch blade knives, and common pocket knives or any item used with intent to cause bodily harm to another individual.