

AGENDA

REGULAR SCHOOL BOARD MEETING

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

July 28, 2020

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 23, 2020, 4:00 p.m. – Special School Board Meeting
- b. June 23, 2020, 4:30 p.m. – School Board Workshop
- c. June 23, 2020, 6:00 p.m. - Regular School Board Meeting
- d. July 14, 2020, 2:00 p.m. – School Board Workshop
- e. July 21, 2020, 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 #4**

- a. Personnel 2020 – 2021

ACTION REQUESTED: The Superintendent recommends approval.

- b. Revised 2020 – 2021 Calendars – **SEE PAGE #6**

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Board Review Requested for Financial Statements from Charter School
SEE PAGE #14

Fund Source: All Public Funds at Crossroad Academy Charter School
Amount: Crossroad Academy Charter School Financial Statements Attached

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Contracted Services with Justina Williams of Aubrey's Heart Therapy Services and Gadsden County School Board - **SEE PAGE #17**

Fund Source: FEFP Dollars
Amount: \$58.00 per hour

ACTION REQUESTED: The Superintendent recommends approval.

- b. FSU Multidisciplinary Services 2020 – 2021 School Year - **SEE PAGE #25**

Fund Source: FEFP Dollars
Amount: \$25,000 estimate

ACTION REQUESTED: The Superintendent recommends approval.

- c. Approval of Turnaround Schools Supplemental Services Allocation (TSSSA)
SEE PAGE #31

Fund Source: General Appropriation
Amount: \$324,290 James A. Shanks Middle School
\$177,700 West Gadsden Middle School
Total \$501,990

ACTION REQUESTED: The Superintendent recommends approval.

- d. Head Start 2020 – 2021 Refunding Application and Program Improvement Plans - **SEE PAGE #63**

Fund Source: Head Start
Amount: \$2,232,127

ACTION REQUESTED: The Superintendent recommends approval.

- e. 2020 – 2021 Agreement Extension for Security Monitoring and Maintenance with Vendor – Redwire – **SEE PAGE #151**

Fund Source: General Fund
Amount: 2019 – 2020 FY = \$9,447.36

ACTION REQUESTED: The Superintendent recommends approval.

- f. 2020 – 2021 Agreement Extension for Security and Access System Monitoring and Maintenance with Vendor – Sonitrol – **SEE PAGE #159**

Fund Source: General Fund
Amount: 2019 – 2020 FY = \$48,342.17

ACTION REQUESTED: The Superintendent recommends approval.

- g. 2020 – 2021 Agreement Extension for Solid Waste and Cardboard Recycle Services – **SEE PAGE #165**

Fund Source: General Fund and School Food Service
Amount: 2019 – 2020 FY = \$138,746.49

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. Medical Physicals 2020 - 2021 – **SEE PAGE #181**

Fund Source: 110 Fund
Amount: \$8,100.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Resolution Affirming Participation in the Small District Council Consortium **SEE PAGE #186**

Fund Source: General Fund
Amount: \$3,250.00

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 10. FACILITIES UPDATE
- 11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 12. SCHOOL BOARD REQUESTS AND CONCERNS
- 13. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY



35 Martin Luther King, Jr. Blvd
 Quincy, Florida 32351
 Main: (850) 627-9651 or Fax: (850) 627-2760
 www.gcps.k12.fl.us

Roger P. Milton
Superintendent
 miltonr@gcpsmail.com

"Putting Children First"

July 28, 2020

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 2020-2021

The following reflects the total number of full-time employees in this school district for the 2020-2021 school term, as of July 28, 2020.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees July 2020</u>
Classroom Teachers and Other Certified	120 & 130	350.00
Administrators	110	52.00
Non-Instructional	150, 160, & 170	387.00
		<u>789.00</u>

Sincerely,

Roger P. Milton
 Superintendent of Schools

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

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

Leroy McMillan.
 DISTRICT NO. 3
 Chattahoochee, FL 323324
 Greensboro, FL 32330

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

Tyrone D. Smith
 DISTRICT NO. 5
 Quincy, FL 32351

"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2020/2021

INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Arnold, Angel	HMS	Teacher	08/24/2020
Bracefield, Callie	HMS	Teacher	08/24/2020
Gant, Kayla	HMS	Teacher	08/24/2020
Graham, Kimberly	JASMS	Teacher	08/24/2020
Polite, Blair	GCHS	Teacher	08/24/2020
Riggins, Cynthia	HMS	Teacher	08/24/2020
Taylor, Audrey	HMS	Teacher	08/24/2020
Waldman, Kevin	HMS	Teacher	08/24/2020
West, Pauline	WGMS	Teacher	08/24/2020

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Lawson, Ieshia	WGMS	Office Manager	07/01/2020
Patel, Harshaben	HMS	Education Paraprofessional	08/24/2020

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

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Auguste, Sandra	GCHS	Guidance Counselor	07/22/2020
Douglas, Barbara	SSES	Teacher	07/21/2020
Landrum, Michael	HMS	Assistant Principal	07/17/2020
Williams, Nyama	GCHS	Teacher	07/20/2020

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Bryant, Pamela	Head Start/Teacher	GBES/Teacher	08/24/2020
Thomas, Tarrie	GWM/Teacher	Head Start/Teacher	08/24/2020
York, Clarissa	SSES/Teacher	Head Start/Teacher	08/24/2020

DEATH

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Holloman, Attaway	Transportation	Bus Driver	07/14/2020
Johnson, Bennie	HMS	SFS Worker	07/11/2020

Out of Field

<u>Name</u>	<u>Location</u>	<u>Area Out of Field</u>	<u>No. of Periods</u>
Arnold, Angel	HMS	Elementary Education	All Periods
Polite, Blair	GCHS	English	All Periods
Waldman, Kevin	HMS	Science	All Periods
West, Pauline	WGMS	English	All Periods

AC INSTRUCTIONAL

Moultrie, Kimberly
Police, Maurice

Corrections from July 21, 2020 Meeting

NON INSTRUCTIONAL

PERMANAENT

Faison, Evelyn
Jackson, Patricia

NON INSTRUCTIONAL

ANNUAL

BUS DRIVERS

Boddie, Desiree
Borden, Cynthia

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6b

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: Revised 2020-2021 Calendars

DIVISION:


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

PURPOSE AND SUMMARY OF ITEM:

Approval is requested to revise the 2020-2021 calendars.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff Farlin 

POSITION: Area Director of Elementary Education

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 District
2020-2021 Student Calendar
180 days**

2020	
August 31	Students first day of School
September 7	Students out of school - Labor Day Holiday District-wide
October 5-9	FTE Survey Week
October 23	Students out of school - Teacher Paid Holiday
October 30	End of 1 st Nine Weeks
November 2	Students out of school – Teacher Planning Day
November 3	Beginning of 2 nd Nine Weeks
November 11	Veteran’s Day Observed District-wide
November 20	Students out of school - Teacher Paid Holiday
November 23-27	Thanksgiving Holidays/Fall Break
December 21-31	Students out of school for Christmas Holidays
2021	
January 1	Students out of school for New Year’s Holiday
January 4	Students return to school
January 18	Students out of school - Martin Luther King, Jr. Day - District-wide
January 29	End of 2 nd Nine Weeks
February 1	Students out of school - Teacher Planning Day
February 2	Beginning of 3 rd Nine Weeks
February 8-12	FTE Survey Week
March 15-19	Students out of school - Spring Holidays - District-wide
April 2	Students out of school - Good Friday - Teacher Paid Holiday
April 9	End of 3 rd Nine Weeks
April 12	Students out of school – Teacher Planning Day
May 31	Students out of school – Memorial Day – District-wide
June 18	Last day of school for students

**Gadsden County School District
2020-2021 Teacher Calendar
196 days**

2020	
August 24	Teachers report for pre-planning
September 7	Labor Day Holiday District-wide
October 5-9	FTE Survey Week
October 23	Teacher Paid Holiday (1)
October 30	End of 1st Nine Weeks
November 2	Teacher Planning Day
November 11	Veteran's Day Observed District-wide
November 20	Teacher Paid Holiday (2)
November 23-25	Teacher Paid Holiday (3, 4, 5)
November 26-27	Thanksgiving Holidays/Fall Break – District-wide
December 21-31	Students out of school for Christmas Holidays
2021	
January 1	New Year's Holiday
January 4	Students return to school
January 18	Martin Luther King, Jr. Day – District-wide
January 29	End of 2nd Nine Weeks
February 1	Teacher Planning Day
February 8-12	FTE Survey Week
March 15-19	Spring Holidays – District-wide
April 2	Good Friday - Teacher Paid Holiday (6)
April 9	End of 3rd Nine Weeks
April 12	Teacher Planning Day
May 31	Memorial Day Holiday – District-wide
June 21-22	Post Planning
June 22	Teachers' Last Day

Revised per School Board Action_July 14

**Gadsden County School District
2020-2021 Twelve Month Calendar
240 Days**

2020	
July	
August	
September 7	Labor Day Holiday - District-wide
October	
November 11	Veteran's Day Observed - District-wide
November 25-27	Thanksgiving Holidays/Fall Break
December 23-31	Christmas Holidays
2021	
January 1	New Year's Holiday
January 18	Martin L. King, Jr. Day - District-wide
February	
March 15-19	Spring Break Holidays - District-wide
April 2	Good Friday
May 31	Memorial Day Holiday - District-wide
June	

**Gadsden County School District
2020-2021 Eleven Month Calendar
Assistant Principals, Assistant Custodians,
11 Month Secretaries, Psychologists & Therapists**

2020	
August 6	Report to work
August	
September 7	Labor Day Holiday - District-wide
October	
November 11	Veteran's Day Observed - District-wide
November 25-27	Thanksgiving Holidays/Fall Break
December 23 - 31	Christmas Holidays
2021	
January 1	New Year's Holiday
January 18	Martin L. King, Jr. Day - District-wide
February	
March 15-19	Spring Break Holidays - District-wide
April 2	Good Friday
May 31	Memorial Day Holiday - District-wide
June 30	Last Work Day

Revised_Per School Board Action_July 14

**Gadsden County School District
2020-2021 Calendar
10 Month Employees
191 Days Paraprofessionals
193 Days Visiting Teachers/Social Workers**

2020	
August 24	Report to work
September 7	Labor Day Holiday - District-wide
October 23	Non-work day
November 11	Veteran's Day Observed - District-wide
November 20	Non-work day
November 23-27	Thanksgiving Holidays/Fall Break
December 21-31	Christmas Holidays
2021	
January 1	New Year's Holiday
January 18	Martin L. King, Jr. Day - District-wide
March 15-19	Spring Break Holidays - District-wide
April 2	Good Friday
May 31	Memorial Day Holiday - District-wide
June 23	Last Work Day for Paraprofessionals
June 25	Last Work Day for Visiting Teachers/Social Workers
June 29	Last Work Day for 10 Month Employees

**Gadsden County School District
2020-2021 Bus Drivers and Aides Calendar**

2020	
August 31	Report to work
September 7	Non-work day - Labor Day Holiday District-wide - Students out of school
October 23	Non-work day - Students out of school
November 2	Non-work day – Students out of school
November 11	Non-work day - Veteran’s Day Observed - District-wide
November 20	Non-work day - Students out of school
November 23-27	Non-work days - Thanksgiving Holidays/Fall Break - Students out of school
December 21-31	Non-work days - Christmas Holidays - Students out of school
2021	
January 1	Non-work day - New Year’s Holiday - Students out of school
January 18	Non-work day - Martin L. King, Jr. Day - District-wide - Students out of school
February 1	Non-work day – Students out of school
March 15-19	Non-work days - Spring Break Holidays - District-wide - Students out of school
April 2	Non-work day - Good Friday - Students out of school
April 12	Non-work day – Students out of school
May 31	Non-work day – Memorial Day- District-wide – Students out of school
June 18	Last day of work

**Gadsden County School District
2020-2021 Food Service Calendar**

2020	
August 27	Managers Report to Work
August 27	Workers Report to Work
September 7	Non-work day - Labor Day Holiday District-wide - Students out of school
October 23	Non-work day - Teacher Paid Holiday - Students out of school
November 2	Non-work day – Teacher Planning Day – Students out of school
November 11	Non-work day - Veteran’s Day Observed - District-wide
November 20	Non-work day - Teacher Paid Holiday - Students out of school
November 23-27	Non-work days - Thanksgiving Holidays/Fall Break - Students out of school
December 21-31	Non-work days - Christmas Holidays - Students out of school
2021	
January 1	Non-work day - New Year’s Holiday - Students out of school
January 18	Non-work day - Martin L. King, Jr. Day - District-wide - Students out of school
February 1	Non-work day – Teacher Planning Day – Students out of school
March 15-19	Non-work days - Spring Break Holidays - District-wide - Students out of school
April 2	Non-work day - Good Friday - Students out of school
April 12	Non-work day – Teacher Planning Day – Students out of school
May 31	Non-work day - Memorial Day Holiday - District-wide
June 21	Last day of work for Workers
June 23	Last day of work for Managers

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEMS: Board Review Requested for Financial Statements from Charter School

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board review is requested for the Income/Expense Statement for the period July 1, 201 through June 30, 2020, and the Balance Sheet as of June 30, 2020, for Crossroad Academy Charter School.

FUND SOURCE: All Public Funds at Crossroad Academy Charter School

AMOUNT: Crossroad Academy Charter School Financial Statements attached

PREPARED BY: Bonnie Wood

POSITION: Finance Director

CROSSROAD ACADEMY CHARTER SCHOOL
Profit & Loss
April through June 2020

	<u>Apr - Jun 20</u>
Ordinary Income/Expense	
Income	
3310 · FEFP Program	1,052,726.00
3334 · State Teacher Lead Program	39,099.37
3361 · School Recognition Funds	-1,000.00
3430 · Interest Income	683.14
3472 · Pre-Kindergarten	25,237.93
34721 · Pre-K 3 Year Olds	305.00
3490 · Other local revenue	15,167.30
Total Income	<u>1,132,218.74</u>
Gross Profit	1,132,218.74
Expense	
5000 · Instruction	452,479.95
6000 · Instructional Support Services	76,122.31
7200 · General Administration	7,188.54
7300 · School Administration	151,675.75
7400 · Facilities and Acquisition	19,226.12
7500 · Fiscal Services	-554.10
7600 · Food Services	17,371.42
7700 · Central Services	210.49
7900 · Operation of Plant	145,421.03
8100 · Maintenance of Plant	19,705.83
Total Expense	<u>888,847.34</u>
Net Ordinary Income	243,371.40
Other Income/Expense	
Other Income	
3397 · Capital Outlay	110,347.00
Total Other Income	<u>110,347.00</u>
Net Other Income	<u>110,347.00</u>
Net Income	<u><u>353,718.40</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL

Balance Sheet

As of June 30, 2020

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	5,501,309.34
Total Checking/Savings	5,501,309.34
Other Current Assets	
1130 · Accounts receivable - net	-233,493.34
Total Other Current Assets	-233,493.34
Total Current Assets	5,267,816.00
Fixed Assets	
1300 · Property, plant, and equip- net	3,943,589.73
Total Fixed Assets	3,943,589.73
TOTAL ASSETS	<u>9,211,405.73</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	46,893.04
2170 · Salaries, benefits, p/r payable	316,357.63
2175 · Accrued expenses	40,964.44
2250 · Current Notes Payable	75,985.25
Total Other Current Liabilities	480,200.36
Total Current Liabilities	480,200.36
Long Term Liabilities	
2300 · Notes payable - long term	2,169,922.55
Total Long Term Liabilities	2,169,922.55
Total Liabilities	2,650,122.91
Equity	
2760 · Net Assets Unrestricted	6,442,199.31
Net Income	119,083.51
Total Equity	6,561,282.82
TOTAL LIABILITIES & EQUITY	<u>9,211,405.73</u>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: Contracted Services with Justina Williams of Aubrey's Heart Therapy Services and Gadsden County School Board

DIVISION: Exceptional Student Education and Student Services

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

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

Contract services with Justina Williams, M.S. CCC-SLP, to provide Speech/Language Pathologist Services and Diagnostic Testing at Stewart Street Elementary School.

FUND SOURCE: FEFP dollars

AMOUNT: \$58.00 per hour

PREPARED BY: Millie Anderson *MEP*

POSITION: Interim 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 7

CHAIRMAN'S SIGNATURE: page(s) numbered _____

This form is to be duplicated on light blue paper.

Proofread by: *Regina Harris*

Aubrey's Heart Therapy Services

THIS AGREEMENT made and entered into on the date last written below, by and between GADSDEN COUNTY SCHOOL BOARD (hereinafter "Employer"), and AUBREY'S HEART THERAPY SERVICES, a contractor (hereinafter "Contractor");

WHEREAS, the Employer desires to retain the services of Contractor(s), and Contractor desires to render services to the Employer, upon the terms and conditions hereinafter stated:

NOW, THEREFORE, the parties hereto, intending to be legally bound hereby, do hereby promise and agree as follows:

1.1 Term. Employer agrees to hire Contractor, at will, for a term commencing on August 10, 2020 and continuing until terminated in accordance with Section 4 of this agreement.

1.2 Duties. Contractor agrees to perform work for the Employer on the terms and conditions set forth in this agreement, and agrees to devote all necessary time and attention (reasonable periods of illness excepted) to the performance of the duties specified in this agreement. Contractor's duties shall include the following:

- Diagnostic and Treatment; Consultation with Teachers, Staff, and other collaborators. Provide Speech and Language Treatment (listed under American Speech Language and Hearing Association (ASHA) code of ethics/scope of practice) which include but not limited to:
- design, implement, and document delivery of service in accordance with best available practice appropriate to the practice setting;
- provide culturally and linguistically appropriate services;
- integrate the highest quality available research evidence with practitioner expertise and individual preferences and values in establishing treatment goals;
- utilize treatment data to guide decisions and determine effectiveness of services;
- integrate academic materials and goals into treatment;
- deliver the appropriate frequency and intensity of treatment utilizing best available practice;
- engage in treatment activities that are within the scope of the professional's competence;
- utilize Augmentative and Alternative Communication (AAC) performance data to guide clinical decisions and determine the effectiveness of treatment; and
- collaborate with other professionals in the delivery of services.
- **Fluency**
 - Stuttering
 - Cluttering

Aubrey's Heart Therapy Services

- **Speech Production**
 - Motor planning and execution
 - Articulation
 - Phonological
- **Language- Spoken and written language (listening, processing, speaking, reading, writing, pragmatics)**
 - Phonology
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics (language use and social aspects of communication)
 - Prelinguistic communication (e.g., joint attention, intentionality, communicative signaling)
 - Paralinguistic communication (e.g., gestures, signs, body language)
 - Literacy (reading, writing, spelling)
- **Cognition**
 - Attention
 - Memory
 - Problem solving
 - Executive functioning
- **Voice**
 - Phonation quality
 - Pitch
 - Loudness
 - Alaryngeal voice
- **Resonance**
 - Hypernasality
 - Hyponasality
 - Cul-de-sac resonance
 - Forward focus
- **Feeding and Swallowing**
 - Oral phase

Aubrey's Heart Therapy Services

- Pharyngeal phase
 - Esophageal phase
 - Atypical eating (e.g., food selectivity/refusal, negative physiologic response)
 - **Auditory Habilitation/Rehabilitation**
 - Speech, language, communication, and listening skills impacted by hearing loss, deafness
 - Auditory processing
 - **Potential etiologies of communication and swallowing disorders include**
 - neonatal problems (e.g., prematurity, low birth weight, substance exposure);
 - developmental disabilities (e.g., specific language impairment, autism spectrum disorder, dyslexia, learning disabilities, attention-deficit disorder, intellectual disabilities, unspecified neurodevelopmental disorders);
 - disorders of aerodigestive tract function (e.g., irritable larynx, chronic cough, abnormal respiratory patterns or airway protection, paradoxical vocal fold motion, tracheostomy);
 - oral anomalies (e.g., cleft lip/palate, dental malocclusion, macroglossia, oral motor dysfunction);
 - respiratory patterns and compromise (e.g., bronchopulmonary dysplasia, chronic obstructive pulmonary disease);
 - pharyngeal anomalies (e.g., upper airway obstruction, velopharyngeal insufficiency/incompetence);
 - laryngeal anomalies (e.g., vocal fold pathology, tracheal stenosis);
 - neurological disease/dysfunction (e.g., traumatic brain injury, cerebral palsy, cerebrovascular accident, dementia, Parkinson's disease, and amyotrophic lateral sclerosis);
 - psychiatric disorder (e.g., psychosis, schizophrenia);
 - genetic disorders (e.g., Down syndrome, fragile X syndrome, Rett syndrome, velocardiofacial syndrome); and
 - Orofacial myofunctional disorders (e.g., habitual open-mouth posture/nasal breathing, orofacial habits, tethered oral tissues, chewing and chewing muscles, lips and tongue resting position).
- *This list of etiologies is not comprehensive.**
- **Elective services include**
 - Transgender communication (e.g., voice, verbal and nonverbal communication);
 - Preventive vocal hygiene;
 - Business communication;
 - Accent/dialect modification; and

Aubrey's Heart Therapy Services

- Professional voice use.

***This list of elective services is not comprehensive.**

1.2 DUTIES continued:

Attending IEP meetings physical appearance in person or via phone/telecommunication; providing updates for student progress and strategies for classroom adaptation.

Contractor further agrees that in all aspects of such work, Contractor shall comply with the policies, standards, regulations of the Employer from time to time established, and shall perform the duties assigned faithfully, intelligently, to the best of his/her/their ability, and in the best interest of the Employer at Gadsden County Schools.

SECTION 2 – CONFIDENTIALITY

2.1 Confidentiality. Contractor acknowledges and agrees that all financial and accounting records, lists of property owned by Employer, including amounts paid therefore, client and customer lists, and other Employer data and information related to its business (hereinafter collectively "Confidential Information") are valuable assets of the Employer. Except for disclosures required to be made to advance the business of the Employer and information which is a matter of public record, Contractor shall not, during the term of this Agreement or after the termination of this Agreement, disclose any Confidential Information to any person or use any Confidential Information for the benefit of Contractor or any other person, except with the prior written consent of the Employer. Employer understands that certain Confidential Information may be required to be disclosed to certain individuals: directors, officers, employees, agents, or advisors (collectively, Representatives) of Contractor. Contractor shall maintain records of the persons to whom Confidential Information is distributed, will inform all such persons of the confidential nature of the information, will direct them to treat such information in accordance with this agreement, will exercise such precautions or measures as may be reasonable in the circumstances to prevent improper use of Confidential Information by them, and will be responsible for any breaches by them of the provisions of this agreement. The term "confidential information" does not include information that is or becomes publicly available (other than through breach of this Agreement) or information that is or becomes available to Contractor on a non-confidential basis, provided that the source of such information was not known by Contractor (after such inquiry as would be reasonable in the circumstances) to be bound by a confidentiality agreement or other legal or contractual obligation of confidentiality with respect to such information. In the event that Contractor or any of Contractor's representatives, assigns, or agents are requested or required by law or legal process to disclose any of the Confidential Information, the party required to disclose such information shall provide Employer with prompt oral and written notice before making any disclosure. In addition, Confidential Information may be disclosed to the extent required in the course of inspections or inquiries by federal or state regulatory agencies to whose jurisdiction Contractor is subject and that have the legal right to inspect the files that contain the Confidential Information, and Contractor will advise Employer promptly upon such disclosure.

2.2 Return of Documents. Contractor acknowledges and agrees that all originals and copies of records, reports, documents, lists, plans, memoranda, notes, logs, assessments, hearing test

Aubrey's Heart Therapy Services

results, graded assignments, and other documentation related to the business of the Employer or containing any Confidential Information shall be the sole and exclusive property of the Employer, and shall be returned to the Employer upon the termination of this Agreement or upon the written request of the Employer.

- 2.4 **No Release.** Contractor agrees that the termination of this Agreement shall not release Contractor from any obligations under Section 2.1 or 2.2.

SECTION 3 – COMPENSATION

- 3.1 **Compensation.** In consideration of all services to be rendered by Contractor to the Employer, the Employer shall pay to said Aubrey's Heart Therapy Services the amount of \$58.00 per hour for therapist services. Breakdown of services are as follows:
- 3.2 **Withholding; Other Benefits.** Compensation paid pursuant to this Agreement shall not be subject to the customary withholding of income taxes and other employment taxes. Contractor shall be solely responsible for reporting and paying any such taxes. The Employer shall not provide Contractor with any coverage or participation in the Employer's accident and health insurance, life insurance, disability income insurance, medical expense reimbursement, wage continuation plans, or other fringe benefits provided to regular employees.
- 3.3 **Bill of Service:** Contractor will bill Employer on a bi-weekly basis via invoice including any and all accompanied expenses in relation to treatment/diagnostic testing, therapy logs, dates and time in which services were provided. Employer will be required to pay by date indicated on invoice.
- 3.4 **Hours of Service:** Contractor shall provide speech or language services to students with speech or language impairments and consultative services to special education teachers for a minimum of 32 hours to a maximum of 40 hours per week with the exclusion of all district, state, federal holidays, or natural disasters.
- 3.5 **Obligations of Contractor to Employer:** The contractor shall provide progress reports on annual IEP goals for all speech and language impaired students' quarterly. Each quarter of the calendar year, the contractor shall document progress of students' annual IEP goals in the electronic IEP database.

SECTION 4 - TERMINATION

- 4.1 **Termination at Will.** Violation of Florida Department of Education and Gadsden County School Board ethics, policies, and procedures committed by any Independent Contractor employed under the Contractor may be terminated by the Employer immediately, at will, and in the sole discretion of Employer. Contractor may terminate Independent Contractor Agreement within 10 days of infraction.

Aubrey's Heart Therapy Services

SECTION 5 - CONTRACTOR STATUS

- 5.1 Employer acknowledges that Aubrey's Heart Therapy Services is a Contractor which employs Independent Contractors and is not an agent, partner, joint venture nor employee of Employer. Contractor shall have no authority to bind or otherwise obligate Employer in any manner beyond the terms of this Agreement, nor shall Contractor represent to anyone that it has a right to do so. Contractor further agrees that in the event that the Employer suffers any loss or damage as a result of a violation of this provision Contractor shall indemnify and hold harmless the Employer from any such loss or damage.
- 5.2 **Assignment.** The Contractor shall not assign any of its rights under this agreement, or delegate the performance of any of its duties hereunder, without the prior written consent of the Employer.

SECTION 6 - REPRESENTATIONS AND WARRANTIES OF CONTRACTOR

- 6.1 Contractor represents and warrants to the Employer that there is no employment contract or other contractual obligation to which Contractor is subject, which prevents Contractor from entering into this Agreement or from performing fully Contractor's duties under this Agreement unless agreed upon by both Employer and Contractor in writing with addendum to contract.
- 6.2 Contractor represents that all Independent Contractors within the arch of Aubrey's Heart Therapy Services is licensed by the appropriate licensing agency for the Florida Department of Health (FDOH) or Florida Department of Education (FDOE) within respected profession and that he/she is in good standing with such agency.

SECTION 7 - MISCELLANEOUS PROVISIONS

- 7.1 The provisions of this Agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, successors and assigns of the parties. Any provision hereof which imposes upon Contractor or Employer an obligation after termination or expiration of this Agreement shall survive termination or expiration hereof and be binding upon Contractor or Employer.
- 7.2 This Agreement shall be governed by and shall be construed in accordance with the laws of the State of Florida and Florida Department of Education.
- 7.3 **Severability.** If any provision of these policies and regulations or the application thereof to any person or circumstances is held invalid, such invalidity shall not affect other provisions or applications of these policies and regulations which can be given effect without the invalid provision or application, and to this end the provisions of these policies and regulations are severable. In lieu thereof there shall be added a provision as similar in terms to such illegal, invalid and unenforceable provision as may be possible and be legal, valid and enforceable.

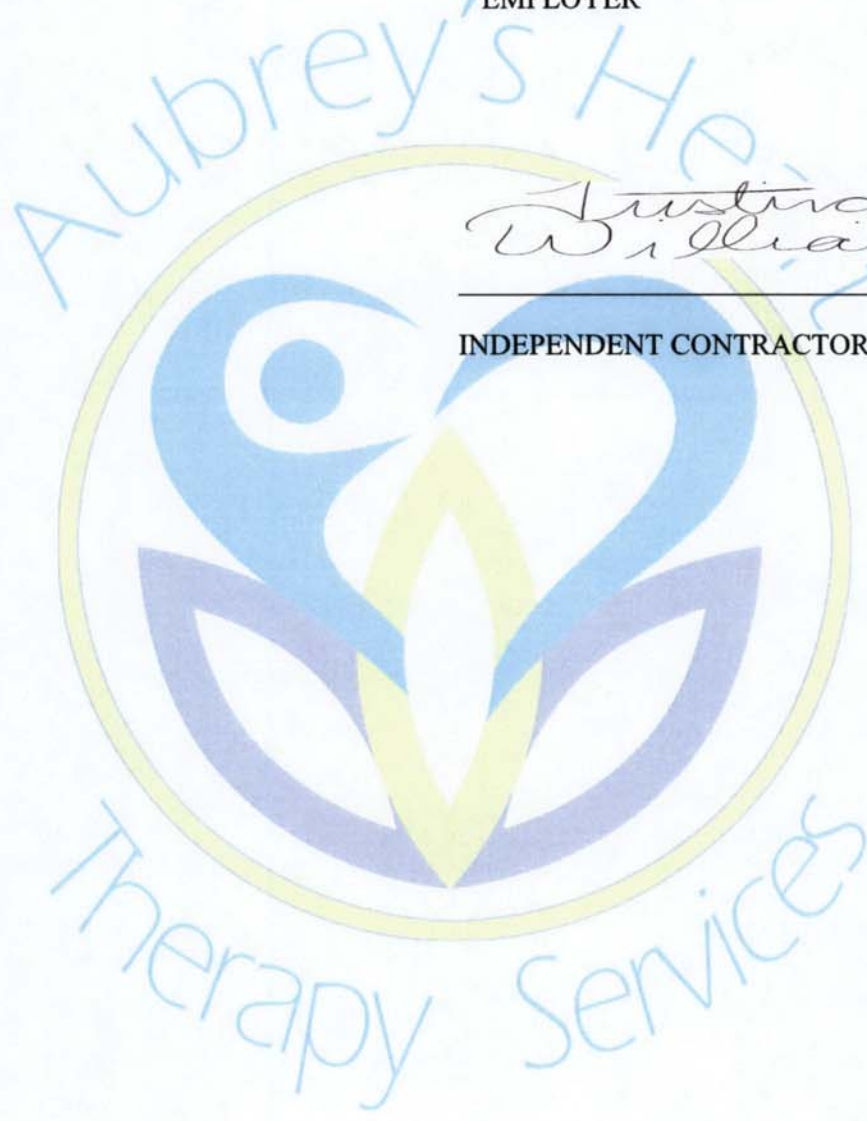
Aubrey's Heart Therapy Services

WITNESS OUR SIGNATURES, this the _____ day of _____, 20_____.

EMPLOYER

Justin Williams

INDEPENDENT CONTRACTOR



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: FSU MULTIDISCIPLINARY SERVICES 2020-21 SCHOOL YEAR

DIVISION: Exceptional Student Education and Student Services

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 Gadsden County High School one day a week, and additional schools as determined by the ESE Director.

FUND SOURCE: FEFP dollars

AMOUNT: \$25,000 estimate

PREPARED BY: Millie Anderson *MEA*

POSITION: Interim 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 3 and 5

CHAIRMAN'S SIGNATURE: page(s) numbered _____

This form is to be uplicated on light blue paper.

Proofread by: _____

Regina Turner



FLORIDA STATE UNIVERSITY

Multidisciplinary Evaluation and Consulting Center

College of Social Work

2139 Maryland Circle, Suite 1200

(850) 644-2222 • (850) 644-6591 (FAX) • <http://mdc.fsu.edu/>

TO: Sharon Thomas, ESE Director
District Representative

FROM: Anne Selvey, Director
Joann Milford, Assistant Director

DATE: June 15, 2020

RE: 2020-2021 Service Agreements

Enclosed are two copies of the 2020-2021 Service Agreement. Please sign both copies and send one back to us in the return envelope. Feel free to call or email us if you have any questions, concerns or suggestions regarding these agreements.

We look forward to serving the children and families in Gadsden County Schools.

**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, hereinafter referred to as The University, is for the purpose of securing counseling services.

The term of the agreement is July 1, 2020 through June 30, 2021.

The rate for service shall be a minimum of \$100 per day and may not exceed \$400 per day. The total costs for the agreement term shall not exceed \$25,000. Rates include direct service to students by face to face and/or Telehealth, consultation with school personnel and parents as needed, participation in meetings and staffings, cost of materials and supplies, documentation and costs of travel.

The District shall pay the University bi-monthly based upon the Center's invoices accompanied by activity logs documenting services. Payment is due within thirty (30) days of invoice receipt.

The Center shall be responsible for participation in the agreed upon psychological services that will include but are not limited to:

- Individual and group counseling for students identified by the Gadsden County School District, in schools mutually agreed upon
- 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.

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.


The District will have access to counseling records that are directly pertinent to this agreement.

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.

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. In the event of litigation each party agrees to be liable and responsible for its own legal costs, expenses and attorney fees.


In the event that public schools are closed due to COVID-19, the MDC will work with your school district to provide virtual equivalency services.

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

DocuSigned by:

8B2923348822429
Anne Selvey, Director
FSU Multidisciplinary Center

5/20/2020 | 1:49 PM EDT

Date

DocuSigned by:

8E317125418105
Sally McRorie, Provost
Florida State University

5/20/2020 | 11:39 AM PDT

Date

Roger P. Milton, Superintendent
Gadsden County School Board

Date

Certificate Of Completion

Envelope Id: B6198C3062634B468C493FD52C739F97	Status: Sent
Subject: Signature request on Contract Gadsden County Counseling 2020-2021	
Source Envelope:	
Document Pages: 2	Signatures: 2
Certificate Pages: 2	Initials: 0
AutoNav: Enabled	Envelope Originator:
Enveloped Stamping: Enabled	TCM Procurement
Time Zone: (UTC-05:00) Eastern Time (US & Canada)	A1400 University Center
	Tallahassee, FL 32306-2370
	PROSRV-Procurement-TCM@fsu.edu
	IP Address: 199.188.157.82

Record Tracking

Status: Original 5/20/2020 7:43:47 AM	Holder: TCM Procurement PROSRV-Procurement-TCM@fsu.edu	Location: DocuSign
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Signer Events

Anne Selvey
aselvey@fsu.edu
Florida State University
Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:

9B2923348822429...
Signature Adoption: Pre-selected Style
Using IP Address: 146.201.50.201

Timestamp

Sent: 5/20/2020 1:44:41 PM
Viewed: 5/20/2020 1:49:13 PM
Signed: 5/20/2020 1:49:20 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

Sally McRorie
smcrorie@admin.fsu.edu
Provost
Florida State University
Security Level: Email, Account Authentication (None)

DocuSigned by:

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Signature Adoption: Drawn on Device
Using IP Address: 73.118.73.114
Signed using mobile

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Signed: 5/20/2020 2:39:05 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

Roger Milton
miltonr@gcpsmail.com
Security Level: Email, Account Authentication (None)

Sent: 5/20/2020 2:39:06 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Envelope Sent	Hashed/Encrypted	5/20/2020 2:39:06 PM
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Payment Events	Status	Timestamps
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SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c
DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: Approval of Turnaround Schools Supplemental Services Allocation (TSSSA)

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

PURPOSE AND SUMMARY OF ITEM:
The Department of Education legislatively identified funding as part of Senate Bill 7070 to support Turnaround Schools after they have come out of turnaround and for the next two years in order to sustain the turnaround efforts. The Bureau of School Improvement allocates the money for the schools, determines the requirements of the funding, and approves the funding for the exclusive use of the identified schools to assist with sustaining turnaround. This year, West Gadsden Middle School and James A. Shanks are identified as eligible for the funding. The funding is part of a special allocation in the Florida Education Finance Plan set aside for these two schools. The school allocations were submitted by the two schools for review and approval to BSI and the Board must approve the plans by August 1 in order for funding to be available for the 2020-2021 school year. Once Florida Department of Education approves the school plans, a district plan will be approved. We recommend approval of the TSSSA Plan as submitted.

FUND SOURCE:	GENERAL APPROPRIATION
AMOUNT:	\$324,290 James A. Shanks \$177,700 West Gadsden Middle Total \$501,990

PREPARED BY:	Rose Raynak
POSITION:	Area Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

Gadsden County Schools



2020-21 TSSSA Plan

Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. **However, at any time prior to this date, plans may be submitted for review and pre-approval to the Bureau of School Improvement (BSI).** The school board approved plan is due to the BSI no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0052	West Gadsden Middle School	Y			\$177,700.00	
0211	James A. Shanks Middle School			Y	\$342,290.00	

District Assurance

Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year. In addition, each school district shall submit its school board approved plans to the BSI by September 1 of each fiscal year for approval.

YES

Sustainability Plan

Explain the strategies the district, by school, will implement for continuing to provide services after the school(s) is/are no longer in turnaround status by virtue of achieving a grade of "C" or higher.

Engagement in school improvement is a results-centered, time-bound, catalytic engagement that builds on rather than disregards local talent. Once engaged, the turnaround teams help the district seek out the talent that exists within the district and help the district build coherent structures to capitalize on that local talent. Partnerships with the community and schools help develop local talent so that the change they have catalyzed is sustained. The turnaround teams think through solutions together instead of simply expecting the outside agencies to submit a set of deliverables for them. The projects provide both a level of support and a level of responsibility that the principals and district have struggled to provide with the required intensity over time. Implementation of proven strategies enables immediate and incisive action and leads to dramatic increases in academic achievement. Leadership capacity-building promotes independence and locally-owned sustainable change. Effective interventions reverse the factors that cause schools to fail. Relentless optimism will cause the

schools to serve their children better. The projects each use feedback and evaluation to determine how and if the program is on target to meet its initial goals by reviewing what worked, making modifications as needed, as well as determining what budgetary issues have manifested. In this process, the program team (including partners) refine its goals with input. It reviews program objectives and program designs in order to establish a long-term model for sustaining the residency.

Gadsden County High School (GCHS)

GCHS has made great strides in its work to serve the vast majority of the district's public high school students. It has created strong community student-adult partnerships through Community Sparkplug programs, has garnered more support from its faith-based partners, and has enhanced its business partnerships and included them more in decisions that determine high school offerings aligned to the business partners' needs. It has been the district's only high school for two years and there were many challenges combining different communities into one high school. It took a lot of collaboration to build a solidarity effort to educate all the students together. As a combined high school, it was immediately saddled with a school grade history of a smaller school in order to ensure that those students were followed into turnaround. This immediately placed the school into the last stage of turnaround when most schools are allowed two years of district-managed turnaround to succeed. In spite of this additional challenge, in its first year of turnaround (as a new combined school) it earned a "C" grade. Processes were set in place to ensure not only sustainability of a "C" grade but also further "C" and above grades at the school. Other school improvement needs in the district necessitated moving some of the high school leaders who earned the "C" to other turnaround schools. With the principal retiring and a new principal and new school leadership team in place, the school attempted to maintain its "C" grade. However, it fell to a high "D" grade this past school year. During the school year, the new leadership team learned a lot about each other and the staff and students at the school. They learned what worked and what needed to be changed. With this knowledge in hand, they have planned together all summer for the implementation of an even stronger more focused curriculum and program offerings at the school. They are embracing restorative practices in an attempt to further improve the culture and climate of the school. They have implemented stronger professional learning communities and added more professional learning to faculty meetings. Subject-area groups plan together and align their lesson plans with other non-content groups so that the learning can be sustained during the school day. For example, music and art teachers plan with ELA teachers to align their music/art work with what is being taught in the ELA classes. With this new stronger focus, the team is well on its way to regaining that "C" and exceeding the grade in future years.

West Gadsden Middle School (WGMS)

WGMS has spent the past school year focusing on relationships. Relationships between adults and students; relationships between business partners and the school; relationships between teachers and school leaders; and relationships between teachers of content area subjects and non-content area subjects. The school leadership team has made many school diversion programs a priority through Restorative Practices and 'Finding Students Doing Something Good' campaigns. The leaders put a particularly hefty effort into supporting its lowest performing subgroups of ESE and EL learners. The principal strongly supported professional learning and learning communities and scheduled out of class time to support both efforts. The school is in a remote location serving a very diverse population. It was hit very hard with Hurricane Michael and was a strong support system to the surrounding community during recovery efforts. Even with lost instructional time from the hurricane and student mobility because of relocation, the school still made very respectable learning gains in most core subjects, with some exceeding the district average. At the end of the school year, it was 0.5% away from a "C". This school year, it will begin the new school year with one new Assistant

Principal. The principal has focused the summer getting more and more professional learning in place for its leadership team and its teachers. The school made a lot of progress and did a lot of learning during the past school year and hopes to implement that learning and more expanded instructional strategies this coming school year. Adult mentors have been assigned to each student to help support them throughout the school year. Stronger efforts are being made to include migrant and EL learners and their parents into the school culture so that there is a more collaborative effort between parents to help the school obtain academic proficiency necessary for all students to be successful and sustain high levels of student achievement for years to come.

James A. Shanks Middle School (JASMS)

JASMS has had the benefit of having a proven school turnaround leader operating as principal for the past year. The strategic planning and implementation that this leader has put into place moved the school for a three-year "D" school, in year one of district-managed turnaround, to a strong "C" school in only one year. This is the district's largest secondary school in the middle grades. With almost 700 students, it also became a combined middle-elementary school in 2017-2018 which presented its leader and its leadership team with challenges new to them. They had to establish processes and procedures for combining grade 4 and 5 with grades 6-8. JASMS' principal worked very hard to establish relationships with teachers and students during his first year at the school. He also reviewed the data day and night to determine where he should place teachers which would benefit the students most. He has implemented daily walkthroughs and progress monitoring and weekly grade-level meetings, in addition to his regular weekly faculty meetings. He has added restorative practices, adult mentorships, early warning sign interventionists to monitor behavior and attendance, and added project-based learning to get students more engaged in their own learning. He has celebrated student successes and held a strong line in supporting his teachers and student's protected learning time. He has garnered community and business support for the school and has added subjects that are leading to a more well-rounded student. He has included field-trips aligned with curriculum and held both students and staff accountable for their own and their peers learning. He has recruited new staff and replace ineffective staff as necessary to effect change. Continuing these strategies and adding even strong strategic direction to the school, its staff, its students, and its instruction, he is on the radar to be a "B" school or higher this school year.

George W. Munroe Elementary (GWM)

GWM achieved its first school letter grade of "A" at the close of the 2017-18 school year. The school earned a letter grade of "B" at the close of the 2018-19 school year. The culture of the school is gradually changing such that there is an expectation of excellence among all stakeholders. The culture and strategies are being institutionalized. The change in the culture will facilitate sustainability in student performance.

The established partnerships will maximize connections and further bolster community support in order to create a sustainable and diverse funding base for the program through partner's collaborative initiatives, (e.g., endowments), which will encourage local businesses and state entities to recognize the project and its strategies as a viable model for rural education, thereby, providing program staff with access to connections for achieving funding goals. With its feet on the ground, the project will be looking to the future and sustainability efforts throughout each phase of the project. The project will use feedback and evaluation to determine how and if the program is on target to meet its initial goals by reviewing what worked, make modifications as needed, as well as what budgetary issues may have manifested. In this process, the program team (including partners) will refine goals with input, review program objectives and program design in order to establish a long-term model for sustaining the strategies.

Part V: Budget

This section will assist in viewing submitted school level TSSSA budget(s) based upon each budget item tied to a Plan Item identified in the Part III: Plan Items on a school-level TSSSA plan.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item by eligible school.

Gadsden County Schools

James A. Shanks Middle School



2020-21 TSSSA Plan

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Plan Items	0
Budget	13

Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0211	James A. Shanks Middle School			Y	\$342,290.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

James A. Shanks Middle School (JASMS) will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

1. Identify a designated person on JASMS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for JASMS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective partnerships, which lead to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to

maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.

7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.

8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, JASMS will be able to leverage school-based services and the services of their community partners, as well as establish collaborative processes wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the schools and the individual and collective needs of students and their families. All students are eligible to access services made available through school-community partnerships, the most in need being prioritized.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

James A. Shanks Middle School (JASMS) will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The

district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required. JASMS will utilize small group instruction to ensure that academic needs of every student are addressed.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

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James A. Shanks Middle School (JASMS):

While many of the strategies that are effectively being employed at the high school will also be used by the middle schools, their focus includes other ways to engage parents. Strategies include:

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Building successful parent-teacher relationships before there is a problem. Contacting the parent when a student does a particularly good job will be a focus. By focusing on positive news often, it will make a parent more likely and willing to listen when there is a negative issue that needs to be dealt with.

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Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The ultimate goal of the district is to improve student learning and educational opportunities. Recruitment and retention of qualified and effective teachers is considered a potential means to that end. District goals and objectives are:

Goal 1: Improve the Image and Status of Gadsden County Public Schools

Objectives:

- Make the district a more attractive and competitive choice by enhancing its image through general campaign in the media, which includes promoting the achievement of schools, teachers, and students.
- Build stronger links between schools and community to enhance the status of teaching.
- Promote the benefits of teaching to under-represented groups (i.e., males and those of minority and cultural backgrounds), which match the diversity of the students and families being served by the district.

1. Promoting positive teacher role models from these backgrounds

2. Correcting misconceptions responsible for negative views of teaching and the district
3. Disseminating information about the district and teaching to these groups.

Goal 2: Improve Teaching Salary Competitiveness

Objectives:

- Develop special programs and incentives (i.e., fee waivers to attract, continuing education scholarships, recruitment and retention bonuses, etc.) to attract people into teaching and to recruit teachers for high need areas (mathematics, science, ELL), and recognition of work and/or educational attainment for teachers
- Develop a scaffolding process for raising teachers' salaries across-the-board and targeting larger salary increases to key groups, such as new teachers, to maximize cost-effectiveness
- Provide flexible working opportunities, such as part-time teaching to attract hard-to-fill subject specific vacancies, as well as job exchange with industry.

Goal 3: Expand the pool of potential teachers

Objectives:

- Leverage university partnerships to ensure field practice placements of pre-service students are in high-needs schools, providing extensive and high-quality classroom student support.
- Establish a unique, high-quality and consistent program for individuals with relevant experience outside education by enabling suitable candidates to start working and earning while completing teacher-training qualifications (professional certification) through university partnerships to allow transition to teaching within a specified time frame.
- Create a feedback loop between university partner faculties and schools to address out-of-school issues that affect recruitment of their graduates.
- Promote retired/former teachers as "Retirees as Treasures" by keeping them informed about educational developments within the district and/or schools and target them as potential mentors for new and/or teachers deemed ineffective.
- Develop a grow-your-own structure aimed at the identifying high school students and/or others with an interest in teaching through a teacher residential partnership program with university partners, which addresses the recruitment and retention of a local teaching force as a long-term process.
- Working with teacher recruitment agencies such as TPG so that International Teachers with the correct teacher certification are placed in high needs schools and hard to staff positions of science and math.

Goal 4: Improve Hiring Practices

Objectives:

- Change hiring processes to ensure teachers are hired earlier in order to compete with other higher paying districts.
- Include, as part of the hiring process, information rich documents about the district, as well as school specific documents.
- Provide incentive schemes to recruit teachers with high-level competencies and the correct certifications.
- Work closely with Teacher-Teacher.com to expand the reach of recruitment and quality of candidates.

Goal 5: Ensure that evaluation systems allow for differentiation between effective and less effective teachers, as well as ways for teachers to share their expertise and experience more systematically

Objectives:

- Improve the effectiveness of current teachers with feedback, support, coaching, and a focus on classroom environment and relationships with students.
- Restructure the professional learning of teachers to be school-based and school-need

specific augmented with district-wide professional learning.

- Provide release time to teachers who are consistently effective to model and teach specific practices to less effective teachers.

Goal 6: Strengthen Teacher Retention Efforts

Objectives:

- Identify district and/or school-level mentor teachers who can provide guidance and supervision to new teachers in close collaboration with university partners.
- Monitor resources dedicated to induction, mentoring, teacher development programs/ activities carefully to ensure and the quality consistently meets the specific and identified needs of teachers and/or schools.
- Restructure professional learning to encompass:
 1. Incentive for participation in professional learning as a requirement for salary increases or taking on new roles.
 2. Linking individual teacher learning with school improvement needs.

Goal 7: Make Reward Mechanisms More Flexible

Objectives:

- Expand incentives and policies to focus on:
 1. Making high-needs schools attractive – increasing the incentive for teachers to teach in high needs schools (i.e., low performing and/or turnaround schools).
 2. Providing scholarships and/or forgivable loans for teachers to upgrade their content and pedagogical skills through enrollment in graduate and/or graduate certificate programs, prioritizing for teachers who teach in critical shortage areas.
 3. Combining pay incentives with improved working conditions
 4. Combining pay incentives with “cohort” assignments.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

To maintain continuity of strategic goals and outcomes for all schools in the district, the professional learning plans are all focused on academic rigor, direct instruction, and creating high academic and character standards. As has been established in earlier parts of this application, these things are in addition to the strategies that were identified by school in items 1-3 of this application.

James A. Shanks Middle School (JASMS)

Instructional Design and Lesson Planning training for JASMS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at JASMS. They provide all teachers at JASMS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multi-faceted mentorship model with faculty, national consultants, and partnerships. Professional Learning will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Professional learning and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between JASMS and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and JASMS' SIP
- Reducing achievement and opportunity gaps for high-need students at JASMS.

Professional learning will benefit recipients in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement processes
- Sustainable "grow your own" teacher and school leader talent pipelines

Professional learning will enhance human capital management systems by:

1. Improving the JASMS Evaluation and Support System that a) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and b) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
2. Trains and supports JASMS leaders in how to observe and evaluate teachers' performance and instruction with inter-rater reliability.
3. Implements a differentiated salary structure, which may include bonuses and stipends.
4. Improves the school's system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.
5. Institutes career advancement opportunities characterized by increased responsibility and pay (i.e., align incentives and professional learning supports, career ladders).

By working collaboratively, JASMS will have a larger capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

James A. Shanks Middle School (JASMS)

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student's deficiencies in vocabulary and comprehension of informational text. Weaker foundational skills contribute to a students' inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses at grade four and five, present a point of frustration to students as they transition into the traditional middle grades. It also increases the likelihood of students becoming a dropout before entering high school. To this end, the following strategies will be implemented to ensure a knowledge-rich curriculum to develop students' background knowledge.

- JASMS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum will be aligned to similar standards so that exposure and practice with Science standards will include practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension. Teachers responsibilities include: explicit instruction and modeling of vocabulary terms; guided instruction with use of new vocabulary where students and teachers participate together in using new vocabulary; giving students lots of opportunities to clarify and refine meaning and usage in the classroom together with their peers (students teaching other students how to use the word correctly and verifying the correct definition is a strong teaching practice); using oral language to communicate the meaning in different contexts and having groups of students complete assignments including semantic mapping or other graphing organizers; and practicing independently with reading, writing, discussion, and assessment. JASMS teachers will embrace Robert Marzano's six step process for learning.
- JASMS' leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at JASMS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.
- Regular before and after-school instruction is offered each day for remediation
- Summer school instruction targets those who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with before and after school staff to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at JASMS by school leadership, interventionists, and teachers.
- Common planning for grade-level teachers is held daily, subject area planning is held weekly

with weekly Professional Learning Communities (PLC) meetings that focus on learning and strategies for improvement.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

Gadsden County Schools

West Gadsden Middle School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0052	West Gadsden Middle School	Y			\$177,700.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

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Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

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Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

West Gadsden Middle School (WGMS) vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students, its families, its educational stakeholders and staff and the community in general. Focus was put on establishing and maintaining partnerships to achieve results through:

1. Students attending school regularly;
2. Students becoming motivated and actively involved in learning;
3. Families increasingly involved with their children's education;
4. Family and school efforts working effectively together;
5. Students succeeding academically;
6. Students healthy - physically, socially, and emotionally;
7. Students learning in a safe and supportive instructional environment; and
8. Teachers who are supported and highly effective in establishing a classroom environment conducive to learning.

WGMS will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

1. Identify a designated person on WGMS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for WGMS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs

(as identified in the turnaround plan) of the school are being met.

3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective partnerships, which lead to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.
8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, WGMS will be able to leverage school-based services and the services of their community partners, as well as establish collaborative processes wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the schools and the individual and collective needs of students and their families. All students are eligible to access services made available through school-community partnerships, the most in need being prioritized.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

West Gadsden Middle School (WGMS) will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required. WGMS will utilize small group instruction to ensure that academic needs of every student are addressed.

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Parents of students in high school are invaluable resources for parents in middle school. They can help middle school parents by offering advice from personal experience. This will also help to alleviate some stress on the school administration in addressing concerns and questions from parents.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The ultimate goal of the district is to improve student learning and educational opportunities. Recruitment and retention of qualified and effective teachers is considered a potential means to that end. District goals and objectives are:

Goal 1: Improve the Image and Status of Gadsden County Public Schools

Objectives:

- Make the district a more attractive and competitive choice by enhancing its image through general campaign in the media, which includes promoting the achievement of schools, teachers, and students.
 - Build stronger links between schools and community to enhance the status of teaching.
 - Promote the benefits of teaching to under-represented groups (i.e., males and those of minority and cultural backgrounds), which match the diversity of the students and families being served by the district.
1. Promoting positive teacher role models from these backgrounds
 2. Correcting misconceptions responsible for negative views of teaching and the district
 3. Disseminating information about the district and teaching to these groups.

Goal 2: Improve Teaching Salary Competitiveness

Objectives:

- Develop special programs and incentives (i.e., fee waivers to attract, continuing education scholarships, recruitment and retention bonuses, etc.) to attract people into teaching and to recruit teachers for high need areas (mathematics, science, ELL), and recognition of work and/or educational attainment for teachers
- Develop a scaffolding process for raising teachers' salaries across-the-board and targeting larger salary increases to key groups, such as new teachers, to maximize cost-effectiveness
- Provide flexible working opportunities, such as part-time teaching to attract hard-to-fill subject specific vacancies, as well as job exchange with industry.

Goal 3: Expand the pool of potential teachers

Objectives:

- Leverage university partnerships to ensure field practice placements of pre-service students are in high-needs schools, providing extensive and high-quality classroom student support.
- Establish a unique, high-quality and consistent program for individuals with relevant experience outside education by enabling suitable candidates to start working and earning while completing teacher-training qualifications (professional certification) through university partnerships to allow transition to teaching within a specified time frame.
- Create a feedback loop between university partner faculties and schools to address out-of-school issues that affect recruitment of their graduates.
- Promote retired/former teachers as "Retirees as Treasures" by keeping them informed about educational developments within the district and/or schools and target them as potential mentors for new and/or teachers deemed ineffective.
- Develop a grow-your-own structure aimed at the identifying high school students and/or others with an interest in teaching through a teacher residential partnership program with university partners, which addresses the recruitment and retention of a local teaching force as a long-term process.
- Working with teacher recruitment agencies such as TPG so that International Teachers with the correct teacher certification are placed in high needs schools and hard to staff positions of science and math.

Goal 4: Improve Hiring Practices

Objectives:

- Change hiring processes to ensure teachers are hired earlier in order to compete with other higher paying districts.

- Include, as part of the hiring process, information rich documents about the district, as well as school specific documents.
- Provide incentive schemes to recruit teachers with high-level competencies and the correct certifications.
- Work closely with Teacher-Teacher.com to expand the reach of recruitment and quality of candidates.

Goal 5: Ensure that evaluation systems allow for differentiation between effective and less effective teachers, as well as ways for teachers to share their expertise and experience more systematically

Objectives:

- Improve the effectiveness of current teachers with feedback, support, coaching, and a focus on classroom environment and relationships with students.
- Restructure the professional learning of teachers to be school-based and school-need specific augmented with district-wide professional learning.
- Provide release time to teachers who are consistently effective to model and teach specific practices to less effective teachers.

Goal 6: Strengthen Teacher Retention Efforts

Objectives:

- Identify district and/or school-level mentor teachers who can provide guidance and supervision to new teachers in close collaboration with university partners.
- Monitor resources dedicated to induction, mentoring, teacher development programs/ activities carefully to ensure and the quality consistently meets the specific and identified needs of teachers and/or schools.
- Restructure professional learning to encompass:
 1. Incentive for participation in professional learning as a requirement for salary increases or taking on new roles.
 2. Linking individual teacher learning with school improvement needs.

Goal 7: Make Reward Mechanisms More Flexible

Objectives:

- Expand incentives and policies to focus on:
 1. Making high-needs schools attractive - increasing the incentive for teachers to teach in high needs schools (i.e., low performing and/or turnaround schools).
 2. Providing scholarships and/or forgivable loans for teachers to upgrade their content and pedagogical skills through enrollment in graduate and/or graduate certificate programs, prioritizing for teachers who teach in critical shortage areas.
 3. Combining pay incentives with improved working conditions
 4. Combining pay incentives with "cohort" assignments.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

To maintain continuity of strategic goals and outcomes for all schools in the district, the professional learning plans are all focused on academic rigor, direct instruction, and creating high academic and character standards. As has been established in earlier parts of this application, these things are in addition to the strategies that were identified by school in items 1-3 of this application.

West Gadsden Middle School (WGMS)

Instructional Design and Lesson Planning training for WGMS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at WGMS. They provide all teachers at WGMS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

The project's inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multi-faceted mentorship model with faculty, national consultants, and partnerships. Professional Learning will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Professional learning and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between WGMS and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and WGMS' SIP
- Reducing achievement and opportunity gaps for high-need students at WGMS.

Professional learning will benefit recipients in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement processes
- Sustainable "grow your own" teacher and school leader talent pipelines

Professional learning will enhance human capital management systems by:

6. Improving the WGMS Evaluation and Support System that a) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and b) provides ongoing, differentiated, targeted, and personalized support and

feedback for improvement.

7. Trains and supports WGMS leaders in how to observe and evaluate teachers' performance and instruction with inter-rater reliability.

8. Implements a differentiated salary structure, which may include bonuses and stipends.

9. Improves the school's system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.

10. Institutes career advancement opportunities characterized by increased responsibility and pay (i.e., align incentives and professional learning supports, career ladders).

By working collaboratively, WGMS will have a larger capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

West Gadsden Middle School (WGMS)

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student's deficiencies in vocabulary and comprehension of informational text which is the strongest indicator of academic success. Weaker foundational skills contribute to a students' inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses at grade four and five cause students to be frustrated as they transition into and through the traditional middle grades. It also increases the likelihood of students becoming a dropout before entering high school. To this end, the following strategies will be implemented to ensure a knowledge-rich curriculum to develop students' background knowledge.

- WGMS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum will be aligned to similar standards so that exposure and practice with Science standards will include practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension. Teachers responsibilities include: explicit instruction and modeling of vocabulary terms; guided instruction with use of new vocabulary where students and teachers participate together in using new vocabulary; giving students lots of opportunities to clarify and refine meaning and usage in the classroom together with their peers (students teaching other students how to use the word correctly and verifying the correct definition is a strong teaching practice); using oral language to communicate the meaning in different contexts and having groups of students complete assignments including semantic mapping or other graphing organizers; and practicing independently with reading, writing, discussion, and assessment. WGMS teachers will embrace Robert Marzano's six step process for learning.
- WGMS' leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at WGMS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best

interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.

- Regular before and after-school instruction is offered each day for remediation
- Summer school instruction targets those who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with before and after school staff to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at GCHS by school leadership, interventionists, and teachers.
- Common planning for grade-level teachers is held bi-weekly with regular faculty meetings that focus on professional learning and strategies for improvement.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: **Head Start 2020-2021 Refunding Application and Program Improvement Plan**

DIVISION: Head Start

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

PURPOSE AND SUMMARY OF ITEM:

Approval of Head Start 2020-2021 Refunding Application and Program Improvement Plan

FUND SOURCE: Head Start

AMOUNT: \$2,232,127

PREPARED BY: LaKysha Perkins 

POSITION: **Head Start/Prekindergarten Program Director**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

4 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text" value="04CH011096"/>	
5a. Federal Entity Identifier: <input type="text" value="N/A"/>	5b. Federal Award Identifier: <input type="text" value="04CH011096"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="SCHOOL BOARD OF GADSDEN COUNTY"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000615"/>	* c. Organizational DUNS: <input type="text" value="152811279"/>	
d. Address:		
* Street1: <input type="text" value="500 W King St"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Quincy"/>	County/Parish: <input type="text" value="Gadsden County"/>	
* State: <input type="text" value="FL: Florida"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="32351-1606"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="LaKysa"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Perkins"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(850) 627-3861"/>	Fax Number: <input type="text" value="(850) 875-8790"/>	
* Email: <input type="text" value="perkinsl@gcpsmail.com"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

eGrants-N/A

*** Title:**

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

14. Areas Affected by Project (Cities, Counties, States, etc.):

Gadsden County

*** 15. Descriptive Title of Applicant's Project:**

2020-2021 Head Start Refunding Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,323,127"/>
* b. Applicant	<input type="text" value="580,782"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="2,903,909"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



"Putting Children First"

GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

LaKysa Perkins, Executive Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790



GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

2020-2021 Transportation Waiver

School Board Approval

The Gadsden County School Board met and approved the 2020-2021 Head Start Transportation Waiver on the 28th day of July, 2020. The Transportation Waiver was approved with the 2020-2021 Refunding Application.

Audrey Lewis, Chairperson

Date

2019-2020 Policy Council Officers

Glondetra Arnold
Chairperson

Kenyatta Lloyd
Co-Chairperson

Brittany Smart
Secretary



"Putting Children First"

GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

LaKysa Perkins, Executive Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790



GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Review/Approval of the 2020-2021 Head Start Refunding Application and Program Improvement Plan

School Board Approval

The Gadsden County School Board reviewed and approved the 2020-2021 Head Start refunding Application and Program Improvement Plan on July 28, 2020.

Audrey Lewis, Chairperson

Date

2019-2020 Policy Council Officers

Glondetra Arnold
Chairperson

Kenyatta Lloyd
Co-Chairperson

Brittany Smart
Secretary

**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

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 cost) 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. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. 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 basis 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 nondiscrimination 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 nondiscrimination on the basis 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 alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, 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, as applicable, with 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.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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 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 Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated 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 an 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 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 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 of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement 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 statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

* Submitted by: Date Submitted:



2020-2021 Indirect Cost Rates

Approved FY 2020-21

Agency Numbers	School Districts	Unrestricted Rates	Restricted Rates	Restricted Plan Type
010	Alachua	18.03%	4.49%	Plan B
020	Baker	21.75%	6.33%	Plan B
030	Bay	9.50%	2.89%	Plan B
040	Bradford	16.57%	5.11%	Plan B
050	Brevard	18.12%	5.07%	Plan B
060	Broward	17.04%	4.64%	Plan B
070	Calhoun	56.72%	3.35%	Plan B
080	Charlotte	16.84%	4.24%	Plan A
090	Citrus	18.99%	6.65%	Plan B
100	Clay	17.42%	3.64%	Plan B
110	Collier	15.60%	4.10%	Plan B

120	Columbia	14.67%	3.95%	Plan B
130	Dade	16.92%	3.35%	Plan B
140	Desoto	23.64%	8.92%	Plan A
150	Dixie	24.95%	5.87%	Plan B
160	Duval	15.31%	5.07%	Plan A
170	Escambia	20.15%	5.71%	Plan B
180	Flagler	15.97%	3.56%	Plan A
190	Franklin	18.13%	5.44%	Plan B
200	Gadsden	33.72%	3.19%	Plan A
210	Gilchrist	15.74%	4.05%	Plan A
220	Glades	20.46%	8.80%	Plan B
230	Gulf	53.02%	1.45%	Plan B
240	Hamilton	23.14%	6.28%	Plan B
250	Hardee	19.46%	5.14%	Plan B
260	Hendry	14.05%	4.84%	Plan B
270	Hernando	19.22%	4.43%	Plan B
280	Highlands	17.05%	3.40%	Plan B

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Sub-Section B: Service Delivery

APPROACH

- 1. Service and Recruitment Area:** This section contains information about the proposed service area and program models that will be used by the Gadsden County School District to implement a model that will provide 1080 hours/year and up to 1800 hours per year of center-based Head Start (HS) services to 227 preschool children and their families in Gadsden County. Thirty-Two of the 227 children will receive extended day services, providing 10 hours per day of HS comprehensive services by Gadsden County School district HS staff. The remaining 195 children will receive services at the four elementary school sites and two community sites. In this section, the specific proposed services discussed are the professional development opportunities for staff and parents, the organizational experience and current capability of the HS staff and the entire school district, as well as the planning and implementation strategies to be used.
- 2. Needs of Children and Families:** Gadsden County School District proposes to provide center-based HS services in Gadsden County, Florida. Gadsden County is located in the northwestern corner of the Florida Panhandle, known as the Big Bend Region. A map, found with Table 1 in the Appendix, shows the location of Gadsden County as well as the proposed centers. Table 1:

identifies the specific slot allocations for each site/model, the hours of service per year and the communities that would be served. The proposed service area encompasses 516 square miles of land, 12 square miles of water, and includes a population of 45,660 individuals in Gadsden County

according to July 2019 US Census data. US Census data shows that Gadsden County has a declining population of 6.0 % from 2010 to 2018. Gadsden County is one of the least densely populated counties in the State with an average of 89.8 people per square mile compared to the state of Florida at 350.6 people per square mile. According to July 2019, US census data, the population of Gadsden County is comprised of 55.8% African American, 41.7% Caucasian, 10.5% Hispanic and less than 2% other. Gadsden County is the only county in Florida where most of the population is African American. Hispanics are the fastest growing demographic in Gadsden County. Seasonal crops are grown around the city of Greensboro; attracting migrant workers who harvest seasonal crops in this area of Gadsden County.

Much of Gadsden is rural, primarily agricultural, with limited job opportunities and wage-earning potential. As a result, more than half of the county's employed residents travel to neighboring counties to work. According to the Florida Legislature Office of Economic and Demographic Research (2018) Gadsden County's per capita personal income was \$40,922, annually, compared to the State average per capital personal income of \$53,267. Gadsden County is 23% below the State average of personal income.

Gadsden County's unemployment averages have shown a decrease from 8.2% in 2014 to 4.6% in 2018 according to the US Department of Labor, Bureau of Labor Statistics. Despite these decreases, the average unemployment rate of 4.6% for Gadsden County continues to exceed the State average unemployment rate of 3.6% as noted in March 2020 and exceeds the National unemployment rate of 4.1% in 2018. Job creation has occurred sporadically in Gadsden County over the past three years. The few jobs created recently have primarily come from expansions

of existing industry and often require education, credentials and skills that low-income residents do not currently possess.

Homelessness has been confirmed as a challenge for Gadsden County. The Florida Department of Education data in 2018 –2019 school year reported 586 students in the entire school district as homeless in accordance with the definition set forth in the McKinney-Vento Act. Students sharing housing with others due to the loss of a home or other economic hardship make up 89% of the 586 students. Students reportedly living in cars, parks or campgrounds make up 6% of the 586 students. The HS program served 22 homeless children in the 2017-2018 school year and 29 homeless children during the 2018-2019 school year. The recruitment of homeless children continues to be a priority for Gadsden County HS.

In Gadsden County 17.0% of all residents lived below the federal poverty level compared to the State rate of only 15.6% according to the American Community Survey (ACS) Five-Year Data Profile 2014-2018. Of all individuals living in poverty in Gadsden County, 32.7% were children, compared to Florida’s 17.3% average. The ACS data profile, 2014 -2018 reveals that 47.2% of female-headed households with children under the age of five lived in poverty compared to the State rate of 38.1%. The poverty rate of female head of household is especially significant considering Gadsden County’s high rate of births to unmarried mothers. The percent of unmarried mothers in Gadsden County was 85.3% from 2009-2013; significantly exceeding the State rate of 40.1%. This represents an increase of 29.7% for Gadsden County.

The economic conditions in Gadsden County are reflected in the number of income eligible children and families that could benefit from a HS program. The 2014 -2018 five-year

data profile from the US Census American Community Survey website noted that there are 2,699 children under the age of five. With an estimated 21.5% of all children living in poverty in Gadsden County according to the US Census there is an estimated 581 children under age five in families whose incomes are at or below poverty. Using estimated births per year, approximately 370 three, four and pre-k five-year-old children are living in poverty in Gadsden County. Enrollment for Gadsden County HS for September 2019 consists of 227 HS children along with 51 VPK children for a total of 278 children, all of which are income eligible according to HS guidelines. Additionally, 84 children are currently on the wait list with 69 of the 84 children income eligible for HS services in Gadsden County. All Gadsden County School District schools qualify for free breakfast and free lunch as evidenced by the Florida Direct Certification Determination.

The economic challenges present in the county have impacted the presence of special populations, as well as their needs. The number of young children with diagnosed disabilities continues to rise. The Gadsden HS program served 28 preschool children with diagnosed disabilities in 2015-2016, 29 children with diagnosed disabilities in 2016-2017, 36 children with diagnosed disabilities in 2017-2018 and 25 children with diagnosed disabilities in 2018-2019 and 28 children diagnosed in 2019-2020. The majority of children, each year, are diagnosed with speech and language delays and/or developmental delays. The Gadsden County School District is the Part B service provider and thus works very closely with the Gadsden County HS program as the grantee to identify preschool children, provide interventions, evaluate and diagnose children as well as provide services for children, when needed. The Gadsden County HS program works closely with three infant and toddler service providers along with Early Steps, the Part C

the HS program. Gadsden County HS collaborates with Florida State University, the Early HS provider, in the county by conducting joint screening and recruitment efforts in the spring when pre-kindergarten registration is held. The school district Child Find Coordinator also participates in the screening process. Along with the Early HS program in the county, Gadsden County HS also collaborates with two home visiting programs for infants and toddlers. Healthy Start and Healthy Families Gadsden meet to ensure resources are maximized and not duplicated. These efforts resulted in the formation of the Gadsden County Home Visiting Partnership. Gadsden County HS is a part of this collaborative partnership that results in preliminary screening for children with referrals.

There are few children under the age of five who are moved to foster care in Gadsden County. Most children who are subject to removal are placed with relatives as reported by the Gadsden County HS staff. The statistics for Gadsden County, Florida from the Fostering Court Improvement.org website confirms this information. The website indicated that from October 2016 to September 2017, there were 15 children removed to foster care for all age groups at a rate of 18.3% compared to the State rate of 35.8%. Gadsden County HS is committed to serving foster children, however, there is a low incidence if foster children placed out of the care of relatives in the county.

Daily attendance will be a priority of the HS program. Data will be shared at parent orientation comparing children's regular attendance to their educational growth. Parents will be contacted when a child is absent from school 30 minutes after the scheduled arrival time. Family services staff will contact families when a child has been absent for three (3) consecutive days.

Families will be offered support and resources to ensure children are in school daily, unless they are sick.

3. **Rationale for Proposed Program Option and Funded Enrollment Slots:** There is no updates or changes to program option. Program option will continue to be center-based. There are no updates or changes to Funded Enrollment Slots.
4. **Centers and Facilities:** Head Start classrooms will be located on the campuses of four elementary schools and two community sites. The elementary school sites have been reduced from five to four. Due to needed repairs, Stewart Street Elementary will not be a Head Start Site. Two HS sites will remain within the community, one in Midway and one in Quincy. No updates of changes to facilities. Gadsden County School District will develop and implement a COVID-19 Plan, adhering to guidance from the CDC, Department of Health, and the local Health Department.
5. **Eligibility, Recruitment, Selection, Enrollment, and Attendance:** The Gadsden County Head Start Program has been using the Childplus Tracking System for a number of years, but not with fidelity. Beginning with the 2020-2021 program year, the Childplus Data Tracking System will be used to fully implement ERSEA. Eligibility, Selection, Enrollment, and Attendance reports will be used for enrollment and tracking of Head Start Children.
6. **Education and Child Development:** Gadsden County will continue to use the Big Day for Pre-k /Curriculum. The Conscious Discipline Curriculum will also be implemented in all Head Strat classrooms for Social-Emotional Development. School Readiness goals will be centered around the five developmental domains (physical, approaches to learning,

social-emotional, language/literacy, and cognition/general knowledge. For each goal, objectives and strategies will be created. Goals and objectives will continue to be aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five and with Florida's Early Learning and Development Standards.

7. **Health:** Gadsden County Head Start Program will continue to ensure that all Head Start children will have access to a wide array of health services. The Childplus Data Tracking System will be used to collect data, monitor service delivery, and evaluate the program's progress towards meeting health goals. Physical Health, Nutrition, Oral Health, and Mental Health services will continue to be provided to all Head Start children and families.
8. **Family and Community Engagement:** There are no changes or updates. The Gadsden County School District's COVID-19 Plan will be implemented.
9. **Services for Children with Disabilities:** There are no changes or updates.
10. **Transition:** The Transition Plan will be updated to include, but not limited to the following: Quarterly meetings between Head Start teachers and Kindergarten teachers; Kindergarten expectations for entering students, etc.
11. **Services to Enrolled Pregnant Women:** Not Applicable
12. **Transportation:** There are no changes or updates to transportation.

Sub-Section C: Governance, Organizational, and Management Structures

1. **Governance:** There are no changes or updates to Governance.
2. **Human Resources Management:** There are no changes or updates to Human Resources Management.

3. Program Management and Quality Improvement: Results of the Focus Area 1

Monitoring Event yielded one area of Non-Compliance. ANC: 1302.102(b)

The program did not establish and implement a system for data collection to evaluate the program's progress towards meeting goals. The program did not use data to monitor its performance, to evaluate progress and risk, and to inform continuous improvement.

Please see Corrective Action Plan (attached)

Section II. Budget and Budget Justification Narrative

Gadsden County School Board believes that each employee contributes directly to the District Head Start program's mission "to ensure that all children participating in the Gadsden County Head Start 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" The Gadsden County School District is committed to hiring and maintaining highly qualified and educated staff to ensure our classrooms are accredited and recognized nationally. Staff will be hired to offer extra support to teachers in the classrooms. Our salaries are in line with the latest wage comparability study completed by the Florida Head Start Association in 2019.

A. <u>Personnel</u>		<u>\$1,373,541</u>	
<u>Positions</u>	<u>Number of Staff</u>	<u>Cost</u>	<u>Head Start Cost</u>
<u>Child Health & Dev. Services</u>			
Health/Mental Heath Coord.	1	\$44,156	\$44,156
Education/Disability Coord.	1	\$54,105	\$45,989
Resource Teacher/Coaches	4	\$157,935	\$134,245
Teachers	14	\$501,265	\$501,265
Teacher Assistant	15	\$279,503	\$279,503
Program Specialist	1	\$53,490	\$45,467
<u>Family & Community Partnerships</u>			
Family Services Coord.	1	\$44,156	\$37,533
Family Advocates	5	\$155,385	\$110,827
Parent Involvement Coord.	1	\$44,156	\$44,156

Program Design & Management:

Head Start Director	1	\$64,780	\$55,063
Administrative Assistant	1	\$37,716	\$32,059
Program Assistant	2	\$51,184	\$35,738

Other Personnel

Bus Aides	1	\$7,540	\$7,540
Total Personnel	48	\$1,495,371	\$1,373,541

B. Fringe Benefits \$380,334

Gadsden County school Board has found that offering a comprehensive and generous benefit package to employees, has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees basic dental premiums will continue to be paid by the School Board.

	<u>Cost</u>	<u>Head Start</u>
FICA, Medicare (7.65%)	\$114,395	\$97,236
Health Life Dental	\$279,936	\$167,962
Retirement (8.47%)	\$126,658	\$107,659
Workman's Comp.(.51%)	\$7,477	\$7,477
Total for Fringe Benefits	\$528,466	\$380,334

C. Travel: \$15,800

Staff will have opportunities to travel outside of their home environment to further develop their professional skills. The Gadsden County Head Start will also be

are also needed for cleaning purposes.

Program/Classroom Supplies	\$45,600
Office Supplies	\$15,500
Food Service Supplies	\$12,300
Computer Hardware/Ink	\$8,900
Total Supplies	\$82,300

F. Contractual Head Start Cost: \$165,078

The contracted line items reflect costs associated with Head Start professional services, such as temporary help, playground maintenance, food delivery, technology installation and updates, interpretation services, and maintenance of grounds, etc. Contractual funds may also be used for medical, dental, and disability screenings. These funds would be of last resort if donation or Medicaid did not defray these costs. The School Board will continue to pursue Partnerships with childcare providers to accommodate Head Start children in their facilities. This will provide the opportunity for families to receive full-year, full-day services. Children and families will continue to receive full-day services at the School Board’s community site located in Quincy.

	<u>Cost</u>	<u>Head Start</u>
Health/Dental Evaluations	\$2,200	\$2,200
Therapy/Speech/OT/PT	\$6,000	\$6,000
Food Service/Registered Dietician	\$12,100	\$12,100
Classroom/Playground Maintenance	\$57,000	\$57,000
Technology Installation/Updates	\$40,778	\$40,778

Interpretation Services	\$15,100	\$15,100
Program Compliance/Consultant	\$8,000	\$8,000
Ground Maintenance/Office/Centers	\$23,900	\$23,900
Total Contractual	\$165,078	\$165,078

G. Construction: \$0

H. Other

The other line item budget category reflects building occupancy costs to include utilities, building maintenance, garbage, telephone, postage, etc. Parent services are the costs associated with parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings.

Publication/printing is also included in the other line item category. This is the cost of printing information for families, creating public awareness of the program and the cost for the program related publication subscriptions for the centers and staff.

Staff Development costs are also a part of this line item. Throughout the year, staff have numerous opportunities to attend local trainings, seminars, in-service, CPR/First Aid classes, medication administration training, preschool state standards training, updates for state's child care regulations, and etc. Tuition assistance is provided only if the state funded tuition program (TEACH) is not available to staff.

Nutrition or food costs are costs associated with providing and serving meals on school campuses and at the centers. Nutritional well-balanced meals are provided to all children and staff. Parents may also receive meals if they are present in the classroom during meal service, or on fieldtrips. USDA reimbursements to the school district will cover the majority of the cost for the children's meals. Teachers and classroom staff are encouraged to eat with the students in as close as possible to a family-style environment. The costs for classroom staff and parent meals are considered a part of the overall operational expenditures and help to ensure we are achieving nutritional school readiness goals.

The other budget line item includes cost for classroom substitutes. We are mandated to staff

classrooms with two paid adults at all times. When a member of the teaching team is absent, then a qualified substitute will be placed in that classroom to ensure all regulations are followed. Local travel is mileage that is reimbursable to staff for travel to program sites, which are the centers, main office and home visits. Although transportation services are provided by the Gadsden County School Board transportation department, Head Start will provide fuel for the one bus that transports only Head Start children. Gas will also be provided for the van that transports food to centers in the community.

Field trips for children and families are costs that are included in the other budget line item. Children and families will be provided numerous opportunities to participate in field trips in the county and in surrounding counties. Due to parents having to transport their children to and from the Quincy Area site, a transportation helper will be placed at the site to ensure the safety of the children and staff upon arrival and departure to school.

Utilities/Telephone	18,158
Child Consultant	16,700
Printing/Ads	10,728
Gas/Diesel	3,625
Custodial Services/Maintenance	31,000
Membership	4,286
Local Travel	23,800
Food Costs/Nutrition Services	18,684
Substitutes/Temporary Help	45,600
Field Trips	18,593
Parent Services/Policy/Male Involvement	<u>14,250</u>

Total for Other **\$205,424**

I. Indirect Cost: Head Start Cost: \$74,108

Gadsden County School Board has a state approved Indirect Cost Rate of 3.19%. This rate is valid for the period of July 1, 2020 thru June 30, 2021. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

Cost:	<u>Head Start</u>
Indirect Cost	\$74,108

Total All Charges (Program Operation)	\$2,296,585
Total (Training and Technical Assistance)	\$26,542
Grand Total Funding	\$2,323,127

Non-Federal Share: **\$580,782**

Equally planned, based upon the historical and extensive relationship with the Gadsden County School Board are the source of Non-Federal Share services used to support the school readiness goals of the Gadsden County School Board.

Personnel: Program Design and Management:

Salaries/Benefits

School Site Administrators (Principals, Assistant Principals)	68,721
School Site Data Entry	9,387
School Site Clerical Support	12,124
School Site Custodial Services	<u>11,296</u>
Total Personnel	\$101,528

Head Start classrooms are located on elementary school campuses. The Head Start Program receive all of the services provided to the school. Principals and Assistant Principals are responsible for observing Head Start teaching teams and having input into the evaluation process. The Data Entry Clerk, Secretary and Custodial staff all serve the Head Start Program free of charge. Non-Federal share amount is calculated by taking a percentage of the school staff salaries and benefits. The percentage rate is determined by the number of Head Start children as compared to the entire student population.

Transportation: \$76,621

	# of children	Cost per Child
Children's Transportation	193	\$397
Children's Transportation		<u>\$76,621</u>

Transportation is provided by the Gadsden County School Board to all Head Start children who attend class on school campuses. Children are afforded the opportunity to ride the school district's buses to and from school free of charge. As an existing grantee, the estimation number of children being transported by school bus is an average, based on the last three years of data. The cost per child is from the Department of Education.

Volunteers:	\$15,675	<u># of Vol.</u>	<u># of Hours</u>	<u>Rate</u>	<u>Value</u>
Parents, Community Members				8.25	<u>\$15,675</u>
Total Volunteers		210	1900		\$15,675

As an existing grantee, the estimation of donation of time is based upon documented donation averages for the past three years from parents and community volunteers. The rate is based on the minimum wage for the state of Florida.

State Voluntary Prekindergarten Program: \$386,958

	<u># of Children</u>	<u>Cost</u>	<u>Value</u>
VPK Program of Florida			<u>\$386,958</u>
Total	165.93	2,332	\$386,958

The State Voluntary Prekindergarten Program (VPK) is available to all four-year-old children

who are four by September 1 of the current school year and reside in the state of Florida. The VPK Program has allowed the Gadsden School Board to serve additional children in Head Start.

Total Non-Federal Share from Gadsden County School Board: \$193,824

Total Non-Federal Share from State: \$386,958

Grand Total: \$580,782



"Putting Children First"

GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

Lakysha Perkins, Executive Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790



June 25, 2020

Head Start Transportation Waiver Request

Cleverex Systems

1891 Robert Fulton Drive

Suite 500

Reston, VA 20191

Dear Sir/Madam:

The Gadsden County Head Start Program currently has a total enrollment of 278 children, 227 federally funded and 51 additional children, funded through the state's Voluntary Prekindergarten Program. Of the 278 children, approximately 192 of them ride to school on the county's school buses. We are requesting a waiver, for the 2020-2021 program year, as to the transportation regulation requirement that each bus have at least 1 bus monitor; 45 CRF Part 1310.15©. The Gadsden School Board, which serves as our Grantee, provides free transportation to our Head Start children. We are continuing to work with the school board's transportation department to comply with the transportation regulations. All buses are equipped with child safety restraints for our children, but at this time, we do not have funds to supply a bus monitor for each bus.

After reviewing the applications of children accepted into the program, it appears over 54 buses will be providing transportation for our Head Start children. Although we have been able to hire some monitors, we are nowhere near the number needed for 54 buses.

We are requesting this waiver to allow us time to continue working with the Gadsden County School Board to help ensure our children are transported to school. It is still our future goals to designate buses for only Head Start children. Until this goal has been accomplished, we are asking you to grant us this waiver.

If this waiver is not granted, the only transportation option at this time would be to discontinue transporting our children for future programs years. Parents would therefore, be responsible for providing transportation for their children to and from school. Transportation has been and still is a major problem in Gadsden County. If parents had to transport their children, this would place a hardship on both the Head Start Program and the families that we serve.

Sincerely,

**Lakysha Perkins
Executive Director**

2019-2020 Policy Council Officers

**Glondetra Arnold
Chairperson**

**Kenyatta Lloyd
Co-Chairperson**

**Brittany Smart
Secretary**

Gadsden County School Board of Education

Corrective Action Plan for Noncompliance Determination on – The grantee did not use data to monitor its performance, to evaluate progress and risk, and to inform continuous improvement. The grantee did not establish and implement a system for data collection to evaluate the program’s progress towards meeting goals.

Program Design and Management: Program Management – 1302.102(b)

1302.102 Achieving program goals. (b) Monitoring program performance. (1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must: (i) Collect and use data to inform this process; (ii) Correct quality and compliance issues immediately, or as quickly as possible; (iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and, (iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings. (2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must: (i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program’s progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness; (ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and, (iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.

Outcome: To implement with fidelity, Child Plus, a system for data collection that will provide performance reports with data. The data reports will be used to monitor program’s performance, evaluate progress and risk and to inform grantee of continuous improvement. Child Plus will also be used with fidelity to evaluate the grantee’s progress toward goal attainment.

HSPPS #	Corrective Action	Implementation and Timeframe	Person(s) responsible	Date Completed	Ongoing Monitoring Plan
1302.102(2)(i) 1302.92 Training and Professional Development	Ensure each component has access to and is appropriately trained in implementing the Child Plus Data Tracking System.	Immediately: 06/01/2020 New Director's Training on 06/10/2020; 06/15/2020 Child Plus Applications 04/02/2020 - 04/09/2020. Health Tracking 04/06/2020 Management Team and staff received Child Plus Training online virtual training 04/02/2020. Additional Child Plus Training has been scheduled for all staff on 07/21/2020 – 07/23/2020	HS Program Director	04/02/2020- 04/09/2020 04/06/2020 06/10/2020 06/15/2020 07/21/2020- 07/23/2020 Ongoing	Certificate of Completion: New staff will be trained within 30 days of hire on Child Plus Data Tracking System Certificate of Completion
1302.102(b) Monitoring Program Performance	Assign designee responsible for component entry	Immediately: 6/01/2020 Staff have been assigned for data entry	HS Program Director	06/01/2020	Proof of Login Credentials
1302.102(b) (1) (i) Data Collection and Aggregation	Enter Data for each Component Area	Immediately: Data will continue to be entered into Child Plus Data Tracking System for all component areas 6/01/2020 – ongoing	Component Coordinator	06/01/2020 – Ongoing	Child Plus Reports
1302.102(b)(1) (i) Data Collection and Aggregation	Generate Monthly Component Reports for Management Team, Staff and Governing Bodies (Board and Policy Council	Immediately: Monthly Child Plus Reports will continue to be used for Data Collection 06/01/2020 – ongoing	Head Start Director/Management Team	06/01/2020 - 06/30/2021 Ongoing	Monthly Child Plus Reports; Monthly Management Team/Staff Meetings; Monthly Board and Policy Council Meetings

HSPPS #	Corrective Action	Implementation and Timeframe	Person(s) responsible	Date Completed	Ongoing Monitoring Plan
1302.102(b)(2) (i) Ongoing Assessment 1302.102(a)(ii) communication and Collaboration	Prepare Quarterly Component Reports that aggregates and analyzes data to Evaluate Risk, to Determine Areas for Continuous Improvement and to Improve program Service Delivery.	Generate Quarterly Component Reports beginning 09/30/2020	Head Start Director/Management Team	Ongoing - 06/30/2021	Quarterly Child Plus Reports Management Team/Staff Meetings
1302.102(b)(1) (ii) Correct Quality and Compliances issues immediately	Ensure all Quality and Compliance Issues are addressed immediately, Evaluate progress towards meeting program goals	Address all compliance issues immediately; Monitor progress towards meeting program goals 06/01/2020 – Ongoing	Head Start Director/Management Team	06/01/2020 - 06/30/2021 Ongoing	Child Plus Reports Management Team Reports
1302.102(1)(iv) Ongoing Compliance 1302.90 Policies and Procedures	Add actions of Corrective Action Plan to current Policies and Procedures	Review/Revise Policies and Procedures 07/01/2020 – Ongoing	Head Start Director	07/01/2020	Annual Review of Program Policies and Procedures

7.1.2020 L.P.

Gadsden County School Board
Head Start Program
2020-2021

Cost Allocation Plan

Purpose/General Statements

The purpose of this cost allocation plan is to summarize in writing, the methods and procedures that this organization will use to allocate costs to various programs, grants, contracts and agreements.

OMB Circular A-122, "Cost Principles for Non-Profit Organizations," establishes the principles for determining costs of grants, contracts and other agreements with the Federal Government. Gadsden County School Board Head Start Program's Cost Allocation Plan is based on the Direct Allocation method described in OMB Circular A-122. The Direct Allocation Method treats all costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by the Gadsden County School Board.

General Approach

The general approach of the Gadsden County School Board in allocating costs to particular grants and contracts is as follows:

- A. All allowable direct costs are charged directly to the Head Start Program.
- B. Allowable direct costs that can be identified to more than one program is prorated individually as direct costs using a base most appropriate to the particular cost being prorated.
- C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

Allocation of Costs

The following information summarizes the procedures that will be used by the Gadsden County School Board Head Start Program beginning January 1, 2020.

- A. Compensation for Personal Services - Documented with timesheets showing time distribution for all employees and allocated based on time spent on each program or grant. Salaries and wages are charged directly to the program for which work has been done. Costs that benefit more than one program will be allocated to these programs based on the ratio of each program's salaries to the total of such salaries. Costs that benefit all programs will be allocated based on the ratio of each program's salaries to total salaries.
 - 1. Fringe benefits (FICA, UC, and Workman's Compensation) are allocated in the same manner as salaries and wages. Health insurance, dental insurance, life and disability and other fringe benefits are also allocated in the same manner as salaries and wages.
 - 2. Vacation, holiday, and sick pay are allocated in the same manner as salaries and wages.
- B. Travel Costs -Allocated based on purpose of travel. All travel costs (local and out-of-town) are charged directly to the program for which the travel was incurred.
- C. Professional Services Costs (such as consultants, accounting and auditing services) Allocated to the program benefiting from the services. All professional services costs are charged directly to the program for which the service was incurred.
- D. Office Expense and Supplies (including office supplies and postage)-Allocated based on usage. Expenses used for a specific program will be charged directly to that program. Postage expenses are charged directly to programs to the extent possible.
- E. Equipment - The Gadsden County School Board depreciates equipment when the initial acquisition cost exceeds \$750. Items below \$750 are reflected in the supplies category and expensed in the current year. Unless allowed by the awarding agency, equipment purchases are recovered through depreciation. Depreciation costs are allowable equipment used solely by one program are charged directly to the program using the equipment. If more than one program uses the equipment, then an allocation of the depreciation costs will be based on the ratio of each program's expenses to the total of such expenses. Costs that benefit all programs will be allocated based on the ratio of each program's expenses to total expenses.

- F. Printing (including supplies, maintenance and repairs)-Expenses are charges directly to programs that benefit from the service.
- G. Insurance- Insurance cost for all programs is charged directly to the Head Start program.
- H. Telephone/Communications- Long distance and local calls are charged to programs if readily identifiable.
- I. Facilities Expenses-All facilities' expenses are covered by the Gadsden County School Board.
- J. Training/Conferences/Seminars - Allocated to the program benefiting from the training, conferences or seminars.
- K. Other Costs (including dues, licenses, fees, etc.)-All other allowable costs will be charged to programs on a basis determined to be appropriate to the particular costs.

Unallowable Costs - Costs that are unallowable in accordance with OMB Circular A-122, including alcoholic beverages, bad debts, contributions, entertainment, fines and penalties. Lobbying and fundraising costs are unallowable.

A. Personnel

Head Start Cost: \$1,373,541

<u>Positions</u>	<u>Number of Staff</u>	<u>Cost</u>	<u>Head Start Cost</u>
<u>Child Health & Dev. Services</u>			
Health/Mental Heath Coord.	1	\$44,156	\$44,156
Education/Disability Coord.	1	\$54,105	\$45,989
Resource Teacher/Coaches	4	\$157,935	\$134,245
Teachers	14	\$501,265	\$501,265
Teacher Assistant	15	\$279,503	\$279,503
Program Specialist	1	\$53,490	\$45,467

Family & Community Partnerships

Family Services Coord.	1	\$44,156	\$37,533
Family Advocates	5	\$155,385	\$110,827
Parent Involvement Coord.	1	\$44,156	\$44,156

Program Design & Management:

Head Start Director	1	\$64,780	\$55,063
Administrative Assistant	1	\$37,716	\$32,059
Program Assistant	2	\$51,184	\$35,738

Other Personnel

Bus Aides	1	\$7,540	\$7,540
Total Personnel	48	\$1,495,371	\$1,373,541

B. Fringe Benefits Head Start Cost: \$380,334

Gadsden County school Board has found that offering a comprehensive and generous benefit package to employees, has been most helpful when trying to recruit and retain qualified staff. Gadsden County School Board has remained committed to assisting staff with the increasing cost of medical premiums. All employees basic dental premiums will continue to be paid by the School Board.

	<u>Cost</u>	<u>Head Start</u>
FICA, Medicare (7.65%)	\$114,395	\$97,236
Health Life Dental	\$279,936	\$167,962
Retirement (8.47%)	\$126,658	\$107,659
Workman's Comp.(.51%)	\$7,477	\$7,477
Total for Fringe Benefits	\$528,466	\$380,334

C. Travel: Head Start Cost: \$15,800

Staff will have opportunities to travel outside of their home environment to further develop their professional skills. The Gadsden County Head Start will also be implementing the Trauma Informed Approach, therefore the Governing Board, Policy Council, Staff, and Community Partners will receive training on the model.

By attending out of state conferences and trainings, staff will be afforded the opportunities to network with other colleagues. Professional Development is an essential aspect of essential aspect of a program of quality.

Conferences	Location	#of Days	#of Participants	Cost
National HS	Ohio	4	7	\$5,600
National HS Fall Conf.	Washington	3	4	\$4,200
State Conference	TBA	4	6	\$1,600
NHSA Parent Conf.	TBA	4	5	\$2,600
NAEYC	Orlando	3	3	\$1,800
Total Travel				\$15,800

D. Equipment: \$0

E. Supplies: **Head Start Cost: \$82,300**

Supplies are necessary and essential to the operations of the program. Office supplies include computers, and office supplies for programmatic staff (those who are not directly in the classroom). Food service supplies are sundry items used by the food service staff at the centers and community sites to prepare and package meals. Items may include utensils, storage containers, food trays, cambros, and small kitchen appliances. Program supplies

include, but not limited to curriculum, furniture, manipulatives, puzzles, books, mats, cots, pull-ups, wipes and consumable supplies such as glue, paper, crayons, markers, paint, sets, etc. that are required to fulfill the school readiness goals of the program. Custodial supplies are also needed for cleaning purposes.

Program/Classroom Supplies	\$45,600
Office Supplies	\$15,500
Food Service Supplies	\$12,300
Computer Hardware/Ink	\$8,900
Total Supplies	\$82,300

F. Contractual Head Start Cost: \$165,078

The contracted line items reflect costs associated with Head Start professional services, such as temporary help, playground maintenance, food delivery, technology installation and updates, interpretation services, and maintenance of grounds, etc. Contractual funds may also be used for medical, dental, and disability screenings. These funds would be of last resort if donation or Medicaid did not defray these costs. The School Board will continue to pursue Partnerships with childcare providers to accommodate Head Start children in their facilities. This will provide the opportunity for families to receive full-year, full-day services. Children and families will continue to receive full-day services at the School Board’s community site located in Quincy.

	<u>Cost</u>	<u>Head Start</u>
Health/Dental Evaluations	\$2,200	\$2,200
Therapy/Speech/OT/PT	\$6,000	\$6,000

Food Service/Registered Dietician	\$12,100	\$12,100
Classroom/Playground Maintenance	\$57,000	\$57,000
Technology Installation/Updates	\$40,778	\$40,778
Interpretation Services	\$15,100	\$15,100
Program Compliance/Consultant	\$8,000	\$8,000
Ground Maintenance/Office/Centers	\$23,900	\$23,900
Total Contractual	\$165,078	\$165,078

G. Construction: \$0

H. Other: Head Start Cost: 205,424

The other line item budget category reflects building occupancy costs to include utilities, building maintenance, garbage, telephone, postage, etc. Parent services are the costs associated with parental involvement projects that provide family education, training, outings. Projects include but are not limited to policy and advisory council meetings.

Publication/printing is also included in the other line item category. This is the cost of printing information for families, creating public awareness of the program and the cost for the program related publication subscriptions for the centers and staff.

Staff Development costs are also a part of this line item. Throughout the year, staff have numerous opportunities to attend local trainings, seminars, in-service, CPR/First Aid classes, medication administration training, preschool state standards training, updates for state's child care regulations, and etc. Tuition assistance is provided only if the state funded tuition program (TEACH) is not available to staff.

Nutrition or food costs are costs associated with providing and serving meals on school campuses and at the centers. Nutritional well-balanced meals are provided to all children and staff. Parents may also receive meals if they are present in the classroom during meal service, or on fieldtrips. USDA reimbursements to the school district will cover the majority of the cost for

the children's meals. Teachers and classroom staff are encouraged to eat with the students in as close as possible to a family-style environment. The costs for classroom staff and parent meals are considered a part of the overall operational expenditures and help to ensure we are achieving nutritional school readiness goals.

The other budget line item includes cost for classroom substitutes. We are mandated to staff classrooms with two paid adults at all times. When a member of the teaching team is absent, then a qualified substitute will be placed in that classroom to ensure all regulations are followed. Local travel is mileage that is reimbursable to staff for travel to program sites, which are the centers, main office and home visits. Although transportation services are provided by the Gadsden County School Board transportation department, Head Start will provide fuel for the one bus that transports only Head Start children. Gas will also be provided for the van that transports food to centers in the community.

Field trips for children and families are costs that are included in the other budget line item. Children and families will be provided numerous opportunities to participate in field trips in the county and in surrounding counties. Due to parents having to transport their children to and from the Quincy Area site, a transportation helper will be placed at the site to ensure the safety of the children and staff upon arrival and departure to school.

Utilities/Telephone	18,158
Child Consultant	16,700
Printing/Ads	10,728
Gas/Diesel	3,625
Custodial Services/Maintenance	31,000
Membership	4,286
Local Travel	23,800
Food Costs/Nutrition Services	18,684
Substitutes/Temporary Help	45,600
Field Trips	18,593
Parent Services/Policy/Male Involvement	14,250

Total for Other **\$205,424**

I. Indirect Cost: Head Start Cost: \$74,108

Gadsden County School Board has a state approved Indirect Cost Rate of 3.91%. This

rate is valid for the period of July 1, 2020 thru June 30, 2021. The rate covers the cost of the following annual audit, accounting, human resources, information technology and administrative functions. Common cost, such as communication (telephone, internet, and cell phone) and clerical for the administration building are all a part of indirect costs.

Cost:	<u>Head Start</u>
Indirect Cost	\$74,108

Total All Charges (Program Operation)	\$2,296,585
Total (Training and Technical Assistance)	\$26,542
Grand Total Funding	\$2,323,127

Gadsden County School Board Head Start Program

Grant# 04CH011096

Funding Year: 2020-2021

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, and our T/TA Specialist. 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 initial process leading up to the development of the 2020-2021 Training and Technical Assistance Plan began in the Spring of 2020. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Health Advisory Council, Head Start/Pre-K Program Director, and the Policy Council and Board. 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 Head Start Program Director and Coordinators reviewed all documents, and each Coordinator 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, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Family Engagement Plan, and School Readiness Plan, 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. Challenging Behaviors in children at home and in school continue to be areas of concern in the Community Assessment and the Self-Assessment. As a result, the need to work closely with staff and families in the areas of Challenging Behaviors and understanding mental health issues affecting children and adults were identified and addressed in the program Improvement plan. The Training Plan also addressed the need to assist staff in working more effectively with parents and other agencies in order to ensure growth in this area. 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. Upon doing this, it was noted

that continuous parent training is needed to adequately address the behavior mental health concerns within the Head Start Program. Teaching Teams will continue to improve CLASS scores as they relate to School Readiness and program quality. These are just some of the ongoing needs that were identified during the Self-Assessment process. Although this issue was addressed in the 2019-20 Training Plan, a continuation of training and education in these areas are still needed. Therefore, these training needs were subsequently included in the 2020-2021 Program Improvement Plan and Training Plan.

The Head Start Roadmap to Excellence, Head Start Early Learning Outcomes Framework and the state's Early Learning Standards were also reviewed to identify educational goals and training needs. This assisted in promoting a seamless high-quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director prioritized goals. These identified goals, outcomes, and strategies will impact such systems as communication, 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 at the **July 6, 2020** 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 Self- Assessment, Community Assessment, School Readiness Plan, Parent/Staff surveys, PIR, 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 Program Improvement Plan, and Training Plan was approved by the Policy Council on **July 6, 2020.** The Board's approval was given on **July 28, 2020.**

TRAINING AND TECHNICAL ASSISTANCE

Line Item	Description	Costs
Travel	see details below	16,925
Contractual	Consultant Fees	7,300
Supplies	Training Materials	<u>2,317</u>
Total Budget		\$26,542

Travel **\$16,925**

Out of town travel costs are costs such as per diem, airline transportation, hotel reservations, mileage, car rental, etc. that are associated with staff development, training and technical assistance, conferences, located outside of Gadsden County. These trainings are held in many different cities across the United States. The destinations for National HS conferences change from year to year. There are numerous conferences and trainings held in Atlanta, Georgia in conjunction with the Regional Office, where the Region IV office is based. There are other various trainings such as Florida Association for the Education of Young Children (FLAEYC), Florida Head Start Association annual training, and CLASS trainings throughout the state of Florida. Depending on staff, organization's events, and availability, the district will try to ensure that the director, managers, staff, parents, and board members are provided the opportunity to attend conferences. Attendance will be based on the topics offered at the conference.

Conference	# of Trips	# of Days	# of Staff	Location	Cost
Florida Head Start	1	4	3	Daytona, FL	2,450
FLAEYC	1	3	6	Orlando, FL	2,300
Region IV-Annual	1	4	4	Atlanta, GA	3,200
Region IV-Leadership	1	4	4	Atlanta, GA	2,650
One Goal	1	3	2	Tampa, FL	1,500
FL HS -Parent Conf.	1	4	7	New Orleans	<u>4,825</u>
Total Travel					\$16,925

Contractual **\$7300**

Although out of town trainings are offered throughout the year, there will be times when it is necessary to provide on-site trainings. These trainings, such as various local trainings offered by

other agencies, seminars, first aid/CPR classes, updates for state standards and regulations are necessary to operate an effective and quality program.

Contractual Costs

ChildPlus Trainings	5,000
Big Day for Pre-k Training	<u>2,300</u>
Total Contractual	\$7,300

Supplies **\$2,317**

These funds will be used to purchase needed supplies to be used during trainings or in-service days. Supplies could include training materials for CLASS trainings, curriculum materials, and - classroom materials to assist with state mandated requirements.

Supplies Cost

Program/Classroom Supplies	<u>2,317</u>
Total Supplies	\$2,317

Total Training and Technical Assistance **\$26,542**

Participants

Title

<i>Executive Director</i>	<i>Lakysha Perkins</i>
<i>Fiscal Manager</i>	<i>Bonnie Wood</i>
<i>Education Coordinator</i>	<i>Cynthia Riley</i>
<i>Health Coordinator</i>	<i>NiAra Randolph</i>
<i>Disabilities Coordinator</i>	<i>Cynthia Riley</i>
<i>Family & Community Partnerships</i>	<i>Dana Street</i>
<i>Policy Council Chairperson</i>	<i>Glondetra Arnold</i>
<i>Head Start Parent</i>	<i>Brittany Smart</i>
<i>Head Start Parent</i>	<i>Clarissa York</i>
<i>Head Start Community Rep.</i>	<i>Anne Robinson</i>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

Part 1: Identified T/TA Goals T/TA

T/TA Goal

Improve Overall Child Health/Mental Health

<p>Expected Outcomes (Short-Term &/or Long-Term)</p> <p>Parents and staff will gain a better awareness of the factors impacting the overall child health/mental health and well-being, as well as gain awareness of ways to impact positive outcomes.</p>	<p>Indicators</p> <p>Child/Children's health information up-to-date Parent implementation of healthier eating habits. Appropriate child behaviors in the home and at school. Knowledge of resources/information available to address mental health issues in children and adults.</p>	<p>Documentation/Frequency of Measurement</p> <p>Child Plus Data Reports (Health/Mental Health) Child Health Records (Growth Charts/Mental Health Records) Home Visit Reports Workshop Agendas/Sign-In Sheets PIR Reports Classroom Observation Reports</p>
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T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HSMgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>Training Strategies:</p> <ol style="list-style-type: none"> Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.) Train parents and staff on appropriate ways to manage challenging behaviors at school and in the home. Train parents on various mental health issues affecting both children and adults. Train staff on the importance of physical activity in early education (individual and small group experiences) Train staff on how to promote healthy eating at school and home. 	<ol style="list-style-type: none"> Health Coord./ Consultant Health Coord./ Consultant Health Coord./ Consultant Health Coord./Ed. Coord. Health Coord./Ed. Coord. 	<ol style="list-style-type: none"> Parents Parents/Staff Parents Staff Staff 	<ol style="list-style-type: none"> Health Coord. Health Coord. Health Coord./ Health Coord./ Ed. Coord. Health Coord 	<ol style="list-style-type: none"> Dec.'20- June'21& Aug'21- Nov'21 Dec.'20- June'21& Aug'21- Nov'21 Dec'20 Dec.'20- June'21& Aug'21- Nov'21 Aug'21- Nov'21 e. Aug'21 	<ol style="list-style-type: none"> \$500 \$750 \$500 \$0 \$0

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

Part 1: Identified T/TA Goals

T/TA Goal: Ensure Student Success in the Classroom and in the Community

<p>Expected Outcomes (Short-Term &/or Long-Term)</p>	<p>Indicators</p>	<p>Documentation/Frequency of Measurement</p>
<p>Teachers will be equipped with the skills/techniques needed to ensure student success in the classroom. Implementation of The Practice - Based Coaching Model.</p>	<p>Attainment of School Readiness goals. Appropriate classroom behavioral/educational techniques. Appropriate implementation of Curriculum. Accurate administration of assessment tools. Classroom safety measures. CLASS Scores</p>	<p>Classroom Observation Reports Monitoring Reports Assessment Data Staff meeting agendas/minutes Training agendas Teacher Reports Individualized training reports Professional Learning Opportunities</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train ALL teachers on Big Day for Pre-k Curriculum, the LAP-3 assessment, and the CLASS Observation Tool.</p> <p>b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)</p> <p>c. Provide individualized teacher training based on results of CLASS observations, and data from LAP-3 and VPK Assessment and ISA's.</p> <p>d. Train parents and staff on importance of social skills education</p> <p>e. Train staff on the use of appropriate teaching strategies for children with special needs and on different learning styles in children</p>	<p>a. Ed. Coord./ Resource Teachers/Coach Consultant</p> <p>b. Ed. Coord/</p> <p>c. Ed. Coord/ Res. Teachers Coach</p> <p>d. Fsvc. Coord. Ed. Coord./ Consultant</p> <p>e. Ed. Coord/ Res. Teachers/ Consultant</p>	<p>a. Teaching Teams</p> <p>b. Parents/Teaching Teams</p> <p>c. Teaching Teams</p> <p>d. Parents/Staff</p> <p>e. Staff</p>	<p>a. Ed. Coord.</p> <p>b. Ed. Coord./ Fsvcs Coord</p> <p>c. Ed. Coord. Res. Teachers</p> <p>d. Ed. Coord. Fsvc. Coord</p> <p>e. Ed. Coord.</p>	<p>a. Dec.'20- May'21& Aug'21- Nov'21</p> <p>b. Aug' 21</p> <p>c. Dec.'20 June'21& Aug'21- Nov'21</p> <p>d. July'21- Aug'21</p> <p>e. Dec.'20- June'21& Aug'21- Nov'21</p>	<p>a. \$1,800</p> <p>b. -\$0-</p> <p>c. -\$0</p> <p>d. -\$0-</p> <p>e. \$1,317</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

T/TA Goal: (From IPP and AI process): Implementation of a Research-Based Parent Curriculum

<p>Expected Outcomes (Short-Term &/or Long-Term)</p> <p>Family Services Staff will have the techniques necessary to assist parents in attaining their goals and improving the lives of themselves and their children.</p> <p>Increased parental involvement in their child's daily life experiences (home and school)</p> <p>Children being successful in school and in the community</p>	<p>Indicators</p> <p>Parent attainment of FP A Goals</p> <p>Accurate Recordkeeping</p> <p>Different levels of parent participation</p> <p>Positive Parent Outcomes</p> <p>Attainment of Family Engagement Plan Goals</p>	<p>Documentation/Frequency of Measurement</p> <p>Child Plus Reports</p> <p>Home Visit Records</p> <p>Family Services Monitoring Reports</p> <p>Workshop agendas/sign-in sheets</p> <p>Parent Involvement Reports</p> <p>Classroom Volunteer Reports PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</p>
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T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train Family Service Staff and Teaching Teams on how to engage parent participation in daily activities in the classroom and at home.</p> <p>b. Train Family Service Staff on Positive interactions with families, goal setting, and accurate documentation.</p> <p>c. Train Staff on implementation of Research-Based Parent Curriculum "Conscious Discipline"</p>	<p>a. Family Svcs Coord./Ed. Consultant</p> <p>b. Family Svcs Coord./ Consultant</p> <p>c. Family Svcs Coord./Consultant</p>	<p>a. Teachers</p> <p>b. Family Svcs. Staff</p> <p>c. Family Svcs. Staff</p>	<p>a. Family Svc Coord. Ed. Coord</p> <p>b. Family Svc Coord.</p> <p>c. Family Svcs Coord.</p>	<p>a. Dec '20- May'21 & Sept'21- Nov'21</p> <p>b. Dec '20- May'21 & Aug'21- Nov'21</p> <p>c. Sept'21</p>	<p>a. \$0</p> <p>b. \$2,500</p> <p>c. \$0</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

T/TA Goal: Governing Board, Policy Council and Staff maintain compliance with Required State and Federal Regulation!!

<p>Expected Outcomes (Short-Term &/or Long-Term)</p> <p>Governing Board, Policy Council, and Head Start Staff will have a greater understanding of Revised Policies and Procedures. Staff proficient in using Data Tracking System. Using Data to support Program Goals (School Readiness and Family Outcomes).</p>	<p>Indicators</p> <p>Increased awareness of data as it relates to School Readiness Goals. Increased collaboration between Head Start, Governing Board, and Policy Council. Revised Policies and Procedures Accurate Fiscal Reports. Head Start Program compliance with mandates and standards.</p>	<p>Documentation/Frequency of Measurement</p> <p>School Board Minutes/Agendas Training Agendas/Sign-in Sheets Fiscal Reports Head Start Monitoring Reports Policy Council Minutes Head Start Director Reports Approved Policies and Procedures</p>
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T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train Governing Board, Policy Council, and Head Start staff on New Performance Standards</p> <p>b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness</p> <p>c. Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Tracking System Skyward)</p> <p>c. Train Governing Board, Policy Council, and Staff on how to analyze Data to Support Program Goals.</p>	<p>a. Consultant</p> <p>b. Consultant</p> <p>c. Consultant</p> <p>d. Consultant</p>	<p>a. G. Board /Policy Council/ H.S. Staff</p> <p>b. G. Board /Policy Council/ H.S. Staff</p> <p>c. G. Board/Director/ Fiscal Staff</p> <p>d. G. Board /Policy Council/ H.S. Staff</p>	<p>a. H.S. Director</p> <p>b. H.S. Director</p> <p>c. H.S. Director</p> <p>d. H.S. Director</p>	<p>a. Dec.'20- July'21</p> <p>b. Dec.'20- July'21</p> <p>c. Dec.'20- Nov'21</p> <p>d. Dec.'20- June'21</p>	<p>a. \$0</p> <p>b. \$0</p> <p>c. -\$0-</p> <p>d. -2,800</p>

Part 2: Region IV Head Start T/TA Plan

Grantee: Godsden County Head Start Program
 YEAR: 2020-21

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<p>Head Start Act Section 640(a)(3)(B)(ii) 1302.31(2)(ii)(4) Developing skills in working with children with non-English language background and children with disabilities, as appropriate</p>	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	Dec'20- Nov. '21	\$0
<p>1302.92(b)(2) 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</p>	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '21	-0-
<p>1302.70(d) Transition training for Early Head Start or Head Start staff and school or other child development staff</p>	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 '21	\$1,900
<p>1302.92(a) Orientation for new staff, consultants and Volunteers</p>	Director, Education Coordinator, Resource Teachers, Consultant	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. All Staff and Volunteers will promote safety throughout the program year	Director	Dec'20- Nov.'21	-0-
<p>1302.47(4) Safety Training for Staff</p>	Consultant	All Staff and Volunteers	All Staff and Volunteers will promote safety throughout the program year	Health Coordinator	Dec '20- Nov '21	\$1,500

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program
 YEAR: 2020-21

<p>1302.92(b)(1) 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/Consultant</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. '21</p>	<p>\$3,200</p>
<p>1302.92(a) 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. '21</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(1) 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. '21</p>	<p>\$0</p>
<p>45 CFR 1310.17 (b)(2) 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. '21</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(3) 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. '21</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(4) 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. '21</p>	<p>-0-</p>
<p>1303.72(2)(i)</p>	<p>Transportation</p>	<p>Bus Drivers/</p>		<p>Transportation</p>	<p>Aug. '21</p>	<p>-0-</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

Operate special equipment	tion Director	Monitors	Staff and volunteers will obtain knowledge and skill in operating special equipment.	tion Director		-0-
1303.72(2)(i) Conduct maintenance and safety checks and maintain accurate records.	Transportation Director	Bus Drivers/ Monitors	Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.	Transportation Director	Aug. '21	-0-
1303.72(d)(1) Meet applicable driver training requirements of the state in which they operate	Transportation Director	Bus Drivers	Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.	Transportation Director	Aug. '21	-0-
1302.34 (Parent) How to be the primary teacher for their children and full partners in the education of their children	Teacher/ Resource Teacher/ Family Svc. Coordinator	Parents	Parents will obtain knowledge and skills in guiding their child's education.	Family Svc. Coordinator	April '21	\$4,825
1302.12(m) Determining, verifying and documenting Eligibility	Family Services Coord.	All Staff	Staff will obtain knowledge on how to collect complete and accurate information.	Family Svc. Coordinator	Aug. '21	-0-
1302.71 Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting	Teacher/ Family Svc.Coord. /Consultant	Parents	Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skills in exercising their rights as parents in the school setting.	Family Svc. Coordinator/Tr ansition Coordinator	April '21	\$2,650

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program
 YEAR: 2020-21

<p>1302.46(b)(v) 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>Family Svc. Coordinator</p>	<p>Aug. 21</p>	<p>-0-</p>
<p>1302.46(b)(ii) Family assistance with nutrition</p>	<p>Teachers/ Family Svcs /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>Family Svc Coord./ Nutrition Coordinator</p>	<p>Aug. 21</p>	<p>-0-</p>
<p>1302.34 Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers, Family Svcs./ 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. 21</p>	<p>-0-</p>
<p>1302.45(b)(4)(5) Parent and staff 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. 20</p>	<p>\$0</p>

Region IV Head Start T/TA Plan

Grantee: Gadsden County Head Start Program

YEAR: 2020-21

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>						
CDA Training/60 Hrs. College Credits	Tallahassee Community College/ Children's Forum	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Dec '20 Nov '21	\$700
Bus Driver/Monitor Training	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff, and parents.	Director	July '21	\$0
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. '21	-0-
Administration of Medication	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '21	-0-
Emergency Preparedness First Aid/CPR	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '21	\$1,600

Gadsden County School Board



"Putting Children First"

2020 - 2021



Head Start/Pre-K Program Improvement Plan

Head Start/Pre-K Program Improvement Plan 2020 - 2021

Children Services (Child Health, Safety, Nutrition & Mental Health Services)

Strengths:

- Mental Health Consultant is very accessible to parents/staff and provides services in a timely manner
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider
- School Nursing staff available at all school sites
- FSU College of Medicine Staff and medical students available to assist with physical updates
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Active partnership with Local Health Department to combat obesity epidemic in the community
- Local Health Department has partnered with Head Start Program to maintain and provide the appropriate shots needed for all students and updates to the FL shots system
- Active partnership with Smiles Unlimited Mobile Dental Unit, which provides cleanings and fluoride services for all enrolled children with parental consent
- Active partnership with Dr. Nicholas Gregg through Smiles Unlimited to provide dental services for children and families in need
- Active partnership with Eye Associates of Tallahassee – Quincy Location to provide vision exams for children referred for further testing and families in need
- Head Start and Early Head Start Health Coordinators work closely together to ensure smooth transitions for children and families from Early Head Start to Head Start Program
- Strong Community partnerships and collaboration (i.e. WIC, School Health Personnel, Healthcare Providers)
- Strong, active Health Advisory Committee
- New Student Study Team will use Mental Health Consultant and observations to effectively and efficiently evaluate children in need of services through the Exceptional Student Education Department for a smooth referral process as well as assisting in meeting the needs of all enrolled children
- New OAE ordered for new year to perform hearing screenings on current children and new enrollees
- New strategy forms created to clearly communicate strategies and information given by Mental Health Consultant to teaching teams to ensure accountability and effective follow up

Areas Needing Improvement:

- Parents’ understanding of mental and oral health issues affecting children and adults
- Parents’ awareness of and implementation of nutritional strategies to combat childhood obesity
- Parents’ and teachers’ ability to effectively manage challenging behaviors
- Establishing a better way to communicate and obtain up-to-date health records and information for all enrolled children

Areas Needing Immediate Improvement:

- Finding a provider to partner with Head Start Program for hearing referrals

Corrective Actions:

- Educate parents on various mental and oral health issues affecting children/adults and emphasize the importance of maintaining good health/well-being by keeping appointments and following up with treatment

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Continue working with parents on healthy food choices for themselves and their family.

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Educate parents on effective ways to manage challenging behaviors in the home and efficient collaboration with teachers to effectively induce healthy behaviors at school.

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Ensure health information is obtained and up-to-date for all enrolled children through FSU COM and Local Health Department partnership, follow-ups, and consistent communication with parents

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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Persons Responsible:

- Health Coordinator
- Head Start Director

Children Services (Education and Disability Services)

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- A certified CLASS Trainer on staff
- CLASS Trainer and Resource Teachers conduct CLASS Observations at least twice per year
- Training availability and accessibility
- Child Assessment Instrument, Early Childhood Inventory (ECI) with curriculum database and Florida Voluntary Pre-Kindergarten (VPK) Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- Curriculum merges home and classrooms with interactive virtual learning activities
- Distribution and explanation of School Readiness Plan at Parent Orientation and Pre-Service Training in English and Spanish
- Bilingual Staff available
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals
- Parent Involvement
- Knowledge by parents and staff as to the importance of social skills and active play training
- The use of appropriate instructional strategies to meet the needs of all children by teachers
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner
- Train staff on the use of appropriate technology (laptops, computers, and interactive boards) in classrooms
- Implement a Practice-Based Coaching Plan according to Head Start Performance Standards
- Classroom equipped with developmentally appropriate equipment and materials

Areas Needing Immediate Improvement:

- CLASS Scores
- Phonological awareness skills

Corrective Actions:

- Use Parent Link to inform parents of events/trainings

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Train parents and staff on the importance of social skills and age appropriate education

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Provide individualized teacher training based on the results of CLASS observations and data from ECI and VPK assessments

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Train staff on the importance of physical activity in early education

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Train new teachers on the Big Day for Pre-K Curriculum and the ECI assessment

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- New staff training on Policies and Procedures for Head Start

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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Persons Responsible:

- Education Coordinator
- Resource Teachers
- Head Start Director
- Family Services Coordinator
- Health Coordinator

Family and Community Engagement (ERSEA, Family Engagement, and Community Engagement)

Strengths:

- Access to ongoing Professional Development
- Provide parent curriculum training to parents
- Created community relationship for outreach/recruitment
- Participated in community events
- Funded enrollment maintained throughout school year
- Family Service staff maintain a good rapport with parents
- Background checks completed on all parents/guardians volunteering with the program
- Small caseload for Family Service Workers
- Strong partnership with Early Head Start & ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Partnership with Home Instruction for Parents of Preschool Youngsters (HIPPY) Program
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents

Areas Needing Improvement:

- Continual creative strategies to engage parental involvement at the school/classroom/home level
- Cross-training for Family Service staff
- Visibility in the community
- Continual collaborating with Social Services agencies to bridge and partner services
- Collaboration between Teaching Teams, Health, Family Service Staff, and Parents for service delivery accountability

Areas Needing Immediate Improvement:

- Communication and collaboration between the team to provide parallel services to each service area
- Procedures and systems functioning with fidelity

Corrective Actions:

- Attend team meetings more than monthly and follow up

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021

- Establish core interest agenda for the Center Committee meetings

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Attend professional development

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Participate in community events

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Collaborate with Social Services Agencies

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Collaborate between teaching teams, staff, and parents in order to provide services to all Head Start children in need

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Create a marketable brochure

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Recruit partnerships

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Seek opportunities for Family Service team to participate in community events

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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Persons Responsible:

- Family Services Coordinator
- Family Services Staff
- Head Start Director

Program Design & Management (Financial Management, Planning and Operations, Governance, Human Resources)

Strengths:

- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director, along with program staff, receive monthly budget status reports
- Director works closely with Budget Director and Director of Business and Finance to monitor Head Start budget (monthly budget meetings)
- No audit findings from Office of Head Start ERSEA and Fiscal Monitoring event
- No audit findings from annual audit conducted by Auditor General's Office
- Computerized record-keeping system
- Staff Qualifications (Management Staff, Program Staff, Teaching Teams)
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessments, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings
- Revised Policies and Procedures
- Head Start Director serve on Early Learning Coalition Board
- Administrative Assistant familiar with Finance Management system (Skyward)
- Administrative Assistant's access to financial reports
- Involvement of Policy Council and Board in Program planning
- Home Instruction for Parents of Preschool Youngsters (HIPPPY) Partnership
- Professional development opportunities for staff

Areas Needing Improvement:

- Roles and responsibilities of staff in key management positions (Education, Health, Family Partnership)
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- CLASS scores (emotional support, classroom organization, instructional support)

Areas Needing Immediate Improvement:

- Health Components
- Classroom Design

Corrective Actions:

- Analyzing and utilizing data to support program goals, classrooms (schools readiness), and families (family outcomes)

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Management staff becoming proficient in using Data Systems

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- CLASS support for education staff from consultant

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Training for staff on Fiscal Management system (Skyward)

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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- Training for Key Management staff on roles and responsibilities

Time Line:

Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021	June 2021	July 2021	Aug. 2021	Sept. 2021	Oct. 2021	Nov. 2021
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Persons Responsible:

- Program Director

Program Design and Management Services
Self-Assessment Report

Program Area: Financial Management, Planning and Operations, Governance, Human Resources

Team Leader: LaKysha Perkins

Team Members: LaClarence Mays, Bonnie Wood, Stacy Goss
Policy Council Members – Glondetra Arnold and Kenyetta Lloyd

Date of Report: May 15, 2020

Center/Sites: Office/Classrooms

Strengths:

- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director, along with program staff, receive monthly budget status reports
- Director works closely with Budget Director and Director of Business and Finance to monitor Head Start budget (monthly budget meetings)
- No audit findings from Office of Head Start ERSEA and Fiscal Monitoring event
- No audit findings from annual audit conducted by Auditor General's Office
- Computerized record-keeping system
- Staff Qualifications (Management Staff, Program Staff, Teaching Teams)
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessments, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings
- Revised Policies and Procedures
- Head Start Director serve on Early Learning Coalition Board
- Administrative Assistant familiar with Finance Management system (Skyward)
- Administrative Assistant's access to financial reports
- Involvement of Policy Council and Board in Program planning
- Home Instruction for Parents of Preschool Youngsters (HIPPI) Partnership
- Professional development opportunities for staff

Areas Needing Improvement:

- Roles and responsibilities of staff in key management positions (Education, Health, Family Partnership)
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- CLASS scores (emotional support, classroom organization, instructional support)

Areas Needing Immediate Improvement:

- Health Components
- Classroom Design

Recommendations/Comments:

- Analyzing and utilizing data to support program goals, classrooms (schools readiness), and families (family outcomes)
- Management staff becoming proficient in using Data Systems
- CLASS support for education staff from consultant
- Training for staff on Fiscal Management system (Skyward)
- Training for Key Management staff on roles and responsibilities

Signature of Person Completing Report:



Health / Safety / Nutrition / Mental Health Services
Self-Assessment Report

Program Area: Child Health, Safety, Nutrition and Mental Health Services

Team Leader: NiAra Randolph – Health Services Coordinator

Team Members: Mental Health Consultant – Colleen Williams, Food Services Manager – Paula Milton

Date of Report: April 21, 2020

Center / Sites: Chattahoochee, George W. Munroe, Greensboro, Havana Magnet,
Midway, Quincy Area 3s, and Stewart Street

Strengths:

- Mental Health Consultant is very accessible to parents/staff and provides services in a timely manner
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider
- School Nursing staff available at all school sites
- FSU College of Medicine Staff and medical students available to assist with physical updates
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Active partnership with Local Health Department to combat obesity epidemic in the community
- Local Health Department has partnered with Head Start Program to maintain and provide the appropriate shots needed for all students and updates to the FL shots system
- Active partnership with Smiles Unlimited Mobile Dental Unit, which provides cleanings and fluoride services for all enrolled children with parental consent
- Active partnership with Dr. Nicholas Gregg through Smiles Unlimited to provide dental services for children and families in need
- Active partnership with Eye Associates of Tallahassee – Quincy Location to provide vision exams for children referred for further testing and families in need
- Head Start and Early Head Start Health Coordinators work closely together to ensure smooth transitions for children and families from Early Head Start to Head Start Program
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- New Student Study Team will use Mental Health Consultant and observations to effectively and efficiently evaluate children in need of services through the Exceptional Student Education Department for a smooth referral process as well as assisting in meeting the needs of all enrolled children
- New OAE ordered for new year to perform hearing screenings on current children and new enrollees
- New strategy forms created to clearly communicate strategies and information given by Mental Health Consultant to teaching teams to ensure accountability and effective follow up

Areas Needing Improvement:

- Parents' understanding of mental and oral health issues affecting children and adults
- Parents' awareness of and implementation of nutritional strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors
- Establishing a better way to communicate and obtain up-to-date health records and information for all enrolled children

Areas Needing Immediate Improvement:

- Finding a provider to partner with Head Start Program for hearing referrals

Recommendations/Comments:

- Educate parents on various mental and oral health issues affecting children/adults and emphasize the importance of maintaining good health/well-being by keeping appointments and following up with treatment
- Continue working with parents on healthy food choices for themselves and their family
- Educate parents on effective ways to manage challenging behaviors in the home and efficient collaboration with teachers to effectively induce healthy behaviors at school
- Ensure health information is obtained and up-to-date for all enrolled children through FSU COM and Local Health Department partnership, follow-ups, and consistent communication with parents

Signature of Person Completing Report:

Lakyska Perkins for Niara Randolph
Due to Summer Break

Children Services Self-Assessment Report

Program Area: Education, Early Childhood Development, and Disabilities

Team Leader: Cynthia Hayes-Riley

Team Members: Resource Teachers – Sharon Gainous, Katanga Hughes, Shaundra McGlockton

Date of Report: April 28, 2020

Center / Sites: Chattahoochee, George W. Munroe, Greensboro, Stewart Street,
Midway, Havana Magnet, Quincy Area 3s

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- A certified CLASS Trainer on staff
- CLASS Trainer and Resource Teachers conduct CLASS Observations at least twice per year
- Training availability and accessibility
- Child Assessment Instrument, Early Childhood Inventory (ECI) with curriculum database and Florida Voluntary Pre-Kindergarten (VPK) Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- Curriculum merges home and classrooms with interactive virtual learning activities
- Distribution and explanation of School Readiness Plan at Parent Orientation and Pre-Service Training in English and Spanish
- Bilingual Staff available
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals
- Parent Involvement
- Knowledge by parents and staff as to the importance of social skills and active play training
- The use of appropriate instructional strategies to meet the needs of all children by teachers
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner
- Train staff on the use of appropriate technology (laptops, computers, and interactive boards) in classrooms
- Implement a Practice-Based Coaching Plan according to Head Start Performance Standards
- Classroom equipped with developmentally appropriate equipment and materials

Areas Needing Immediate Improvement:

- CLASS Scores
- Phonological awareness skills

Recommendations/Comments:

- Use Parent Link to inform parents of events/trainings
- Train parents and staff on the importance of social skills and age appropriate education
- Provide individualized teacher training based on the results of CLASS observations and data from ECI and VPK assessments
- Train staff on the importance of physical activity in early education
- Train new teachers on the Big Day for Pre-K Curriculum and the ECI assessment
- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals
- New staff training on Policies and Procedures for Head Start

Signature of Person Completing Report:

Lakisha Perkins Signed for
Cynthia Hayes-Riley
Due to COVID-19

Family Services
Self-Assessment Report

Program Area: Family & Community Partnerships and ERSEA

Team Leader: Dana Street

Team Members: Family Services Staff: Barbara Fields, Julia Gammon, Shalanda Starks & Shanda Wright

Policy Council Members: Ann Robinson and Yauri Chapman

Date of Report: April 30, 2020

Centers/Sites: Chattahoochee, George W. Munroe, Greensboro, Havana Magnet, Midway, Quincy Area 3's & Stewart Street

Strengths:

- Access to ongoing Professional Development
- Provided parent curriculum training for parents
- Created community relationship for outreach/recruitment
- Participated in community events
- Funded enrollment maintained throughout the school year
- Family Service staff maintained a good rapport with parents
- Background checks completed on all parents/guardians volunteering with the program
- Small Caseload for Family Service Workers
- Strong partnership with Early Head Start & ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Partnership with Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents

Areas Needing Improvement:

- Continual creative strategies to engage parental involvement at the school/classroom/home level
- Cross training for Family Service
- Visibility in the community
- Continual Collaboration with Social Services agencies to bridge and partner services
- Collaboration between Teaching Team, Health, Family Service Staff & Parents for service delivery accountability

Areas Needing Immediate Improvement:

- Communication and collaboration between the team to provide parallel services to each service area
- Procedures and systems functioning with fidelity

Recommendations/Comments:

- Creating an online application process
- Provide consistent solution driven services to families
- Encourage regular parental involvement in classrooms
- Ongoing participation in community events
- Seek every opportunity for a community based platforms and organizations to enhance networking opportunities

Signature of Person Completing Report:





GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM



School Readiness Plan 2020-2021

MISSION AND GOAL OF THE GADSDEN COUNTY SCHOOL DISTRICTS

HEAD START /PREKINDERGARTEN PROGRAM:

Our mission is to ensure that all children participating in the Gadsden County Head Start / Prekindergarten Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as their child's primary teacher.

As educators, our goal is to support and assist parents 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.

SCHOOL READINESS:

School Readiness is a term that can be broadly defined as the knowledge, skills and experience that a child possesses upon entering school, which form the foundation for successful and meaningful learning experiences. As the definition implies, there are many factors which determine a child's readiness for school. A child's environment, family, culture, and individual experience play an important role.

As educators we know that each child goes through the same developmental sequences, but the rate and way he/she develops is unique. Each child comes to school with individual experiences that affect his/her acquisition of skills. It is important that we look at each child to ensure that we offer an environment where all areas of growth and development are promoted.

The Gadsden County School District's Head Start / Prekindergarten Program has chosen to adopt the following five development domains on which to base its school readiness plan:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge

THE IMPORTANCE OF SCHOOL READINESS:

Brain research indicates that young children are born ready to learn. The ages from birth to five are critical years in a young child's development. During these years, early childhood programs have the opportunity to play a vital role in children's lives. It is our task to make sure that children are given the opportunities necessary to be successful learners. In order to encourage positive results, a multi-dimensional approach that helps children reach developmental milestones must be implemented. This along with a rich learning environment, positive experiences and early intervention, should help to enhance a child's development thus making them ready to learn.

SCHOOL READINESS GOALS:

These are age-appropriate goals for readiness. The Gadsden County School District's Head Start Program understands that because children develop at varying rates, all children cannot be expected to achieve all of these goals by kindergarten entry.

Physical Wellbeing and Motor Development:

- Children will perform locomotor and non-locomotor skills.

- Children will demonstrate an increasing ability to use hands and fingers to perform tasks.

- Children will engage independently in a number of self-help skills.

- Children will begin to independently make choices that promote a healthy lifestyle.

Approaches to Learning:

- Children will show eagerness and curiosity as a learner.

- Children will focus attention on a task over a period of time.

- Children will choose both new and familiar classroom activities.

Social and Emotional Development

- Children will show an understanding of social skills essential to interacting with others.

- Children will demonstrate the ability to understand and follow rules.

- Children will show an increasing ability to self-regulate by expressing feelings, needs and desires in an appropriate way:

- Children will demonstrate an age appropriate ability to manage transitions and adapt to change.

Language and Literacy

Children will display the ability to use grammar with an increasingly complex vocabulary.

Children will demonstrate an increasing knowledge of letters, sounds, and phonological awareness.

Children will demonstrate age-appropriate uses of shapes, symbols, letters and words to convey meaning.

Children will show an increasing interest in and knowledge about books and reading.

Children will show progress in listening to, understanding and speaking English (for non-English speaking students).

Cognitive and General Knowledge

Children will demonstrate an understanding of mathematics by recognizing numerals, rote counting, counting objects and solving mathematical problems.

Children will distinguish between similarities and differences and classify using a specific criterion.

Children will exhibit curiosity about the world by asking questions, making predictions and using tools and instruments to gather information.

Children will show an understanding of positional words physically and verbally.

SCHOOL READINESS OBJECTIVES:

Gadsden County School District's Head Start / Prekindergarten Program will continue to prepare children for a successful school experience by:

- Maintaining classrooms that promote social skills, education, guidance and independent daily living skills
 - Each child will reach the developmental stage of the Social-Emotional Development domain of the Early Childhood Inventory (ECI) assessment by the end of the school year

- Maintaining classrooms that promotes independent daily living skills
 - Each child will make at least a year's gain in the Self-Help domain of the ECI assessment by the end of the school year

- Maintaining classrooms that support how children learn
 - Ongoing Monitoring Checklists will be completed during weekly classroom visits
 - Classroom Environment Checklists will be completed 2 times per year
 - CLASS observations will be completed quarterly with each classroom achieving 6 or above in the Emotion Support Domain

- Maintaining classrooms that promote physical development
 - Each child will make at least a year's gain on the Gross and Fine motor domains of the ECI assessment by the end of the school year

- Maintaining a safe classrooms environment that encourages active exploration that promotes Perception, motor and physical development
 - Each child will engage in regular, moderate-to-vigorous physical activities planned and observed by teacher
 - Each child will interact in physical development activities (gross and fine motor skills) extended as key concepts across the curriculum

- Maintaining classrooms that support literacy and language development
 - Each child will reach the developed stage in Oral Language, Phonological Awareness, Alphabet Knowledge, and Mathematics domains of the Early Childhood Inventory (ECI) assessment by the end of the year
 - Each DLL will show progress in English acquisition
 - Each 4-year old child will show progress in each section of the VPK assessment by the end of the school year
 - Each classroom will score an average of 2.9 in level Instructional Support Domain of the CLASS observation

DATA COLLECTION PLAN:

Alignment with Head Start Child Development and Early Learning Framework
Florida Early Learning and Development Standards aligned with OHS Standards
ECI Assessment aligned with OHS Standards
Curriculum objectives aligned with Framework weekly and codes included in lesson plans
Plans for written alignment of curriculum and standards

Transition

Transition Partners' Meetings (January – June)
Quarterly Interagency Transition Meetings
Collaboration with Early Head Start and Early Steps
IEP meetings for children transitioning from Pre-K ESE to Head Start
Home Visits*
Transition Bags*

Physical Environment

Environment Checklist (quarterly)
Health and Safety Check (quarterly)
Ongoing Monitoring Checklist (weekly)
Playground Checks (daily)

Learning Environment

Lesson Plan objectives aligned with Head Start Framework
Florida School Readiness Standards aligned with Head Start Framework
Ongoing Monitoring Checklists (weekly)
CLASS Observations and training (quarterly/annually)

Individualization

Developmental Screening (Early Screening Profile)*
Parent Observation Checklist
Ongoing Assessment ECI
Individual Student Assessment
Florida Voluntary Pre-kindergarten Assessment
Individualized Education Plan (IEP)
Portfolios
Child Assessment Report/Individual Learning Plan *

Health

Hearing and Vision Screenings
Dental Screening and Exams
Height and Weight (2 times per year)
Up-to-date Immunizations
Yearly Physicals
Special Diet Plans
Special Health Plans
School Health Clinics
Daily Outside Activities

Mental Health

Contracted Consultant
Monthly Staff Newsletters
Quarterly Parent Newsletters
Conscious Discipline Social Skills Curriculum
Early Learning Coalition Consultant

Nutrition

Meals (Breakfast and Lunch)
Healthy Snacks
Classroom Nutrition Activities
Monthly Health and Nutrition Newsletters
Monthly USDA Reports to Policy Council and Board

Staff Development

Individual Professional Development Plans
Program Training Plan
School District Inservice Days
Individual Staff Training
Grade Group Meetings
Mentor Teachers
Online Course Offerings (PAEC, DCF, DOE, FLDRS)
Professional Development Articles and Information
State and Regional Training Opportunities

Family Engagement

A HEAD START ON PARENTING—A Training Guide for Parents*
Policy Council Meetings
Parent Orientation *
Annual Parent Training *
Center Committee Meetings
Male Involvement Activities
Monthly Parent Activity Calendars*
Monthly “Getting Ready for Kindergarten” Transition Guides*
Big Day for Pre-K Parent Letters*
Parent Transition Training*
Literacy Bags*
Transition Bags (Including Parent Pamphlets, School Supplies, Book)*
Parent/Staff Home Visits
Parent Conferences*
Field Trip Volunteers
Classroom Volunteers

Program Governance

Education Consultant available to Board / Policy Council and Program Staff
Policy Council and Board Training on roles and responsibilities
Review and approve Self-Assessment Process
Review and approve Program Improvement Plan
Receive monthly Program Information Summaries
Review and approve Refunding Application
Review and approve Waivers

Fiscal

Education Budget (Classroom supplies, field trips, etc.)
Staff Training and Consulting
State Funded Voluntary Prekindergarten Program (VPK)

*Translators are available for parents and children. Information is available in English and Spanish.

SUMMARY:

The goal of the Gadsden County District's Head Start / Prekindergarten Program is to have all children who leave our program ready for the next level of school. Providing children with a caring and developmentally appropriate classroom experience is very important, but there are other factors that are also considered. We know that children are products of their environment so we are mindful of the important role parents play in determining their children's readiness for school. Every component in our program works toward providing support for our families. From providing information on health, mental health and nutrition; encouraging classroom participation; providing training; securing needed community resources; to helping the parents meet their educational goals, we strive to assist as much as possible. We realize that it takes commitment and teamwork by the stakeholders, program staff, parents, and communities to make sure all children leave our Head Start Program ready to learn.

Gadsden County School Board of Education

Corrective Action Plan for Noncompliance Determination on – The grantee did not use data to monitor its performance, to evaluate progress and risk, and to inform continuous improvement. The grantee did not establish and implement a system for data collection to evaluate the program's progress towards meeting goals.

Program Design and Management: Program Management – 1302.102(b)

1302.102 Achieving program goals. (b) Monitoring program performance. (1) Ongoing compliance oversight and correction. In order to ensure effective ongoing oversight and correction, a program must establish and implement a system of ongoing oversight that ensures effective implementation of the program performance standards, including ensuring child safety, and other applicable federal regulations as described in this part, and must: (i) Collect and use data to inform this process; (ii) Correct quality and compliance issues immediately, or as quickly as possible; (iii) Work with the governing body and the policy council to address issues during the ongoing oversight and correction process and during federal oversight; and, (iv) Implement procedures that prevent recurrence of previous quality and compliance issues, including previously identified deficiencies, safety incidents, and audit findings. (2) Ongoing assessment of program goals. A program must effectively oversee progress towards program goals on an ongoing basis and annually must: (i) Conduct a self-assessment that uses program data including aggregated child assessment data, and professional development and parent and family engagement data as appropriate, to evaluate the program's progress towards meeting goals established under paragraph (a) of this section, compliance with program performance standards throughout the program year, and the effectiveness of the professional development and family engagement systems in promoting school readiness; (ii) Communicate and collaborate with the governing body and policy council, program staff, and parents of enrolled children when conducting the annual self-assessment; and, (iii) Submit findings of the self-assessment, including information listed in paragraph (b)(2)(i) of this section to the responsible HHS official.

Outcome: To implement with fidelity, Child Plus, a system for data collection that will provide performance reports with data. The data reports will be used to monitor program's performance, evaluate progress and risk and to inform grantee of continuous improvement. Child Plus will also be used with fidelity to evaluate the grantee's progress toward goal attainment.

HSPPS #	Corrective Action	Implementation and Timeframe	Person(s) responsible	Date Completed	Ongoing Monitoring Plan
1302.102(2)(i) 1302.92 Training and Professional Development	Ensure each component has access to and is appropriately trained in implementing the Child Plus Data Tracking System.	Immediately: 06/01/2020 New Director's Training on 06/10/2020; 06/15/2020 Child Plus Applications 04/02/2020 - 04/09/2020. Health Tracking 04/06/2020 Management Team and staff received Child Plus Training online virtual training 04/02/2020. Additional Child Plus Training has been scheduled for all staff on 07/21/2020 – 07/23/2020	HS Program Director	04/02/2020- 04/09/2020 04/06/2020 06/10/2020 06/15/2020 07/21/2020- 07/23/2020 Ongoing	Certificate of Completion: New staff will be trained within 30 days of hire on Child Plus Data Tracking System Certificate of Completion
1302.102(b) Monitoring Program Performance	Assign designee responsible for component entry	Immediately: 6/01/2020 Staff have been assigned for data entry	HS Program Director	06/01/2020	Proof of Login Credentials
1302.102(b) (1) (i) Data Collection and Aggregation	Enter Data for each Component Area	Immediately: Data will continue to be entered into Child Plus Data Tracking System for all component areas 6/01/2020 – ongoing	Component Coordinator	06/01/2020 – Ongoing	Child Plus Reports
1302.102(b)(1) (i) Data Collection and Aggregation	Generate Monthly Component Reports for Management Team, Staff and Governing Bodies (Board and Policy Council)	Immediately: Monthly Child Plus Reports will continue to be used for Data Collection 06/01/2020 – ongoing	Head Start Director/Management Team	06/01/2020 - 06/30/2021 Ongoing	Monthly Child Plus Reports; Monthly Management Team/Staff Meetings; Monthly Board and Policy Council Meetings

HSPPS #	Corrective Action	Implementation and Timeframe	Person(s) responsible	Date Completed	Ongoing Monitoring Plan
1302.102(b)(2) (i) Ongoing Assessment 1302.102(a)(ii) communication and Collaboration	Prepare Quarterly Component Reports that aggregates and analyzes data to Evaluate Risk, to Determine Areas for Continuous Improvement and to Improve program Service Delivery.	Generate Quarterly Component Reports beginning 09/30/2020	Head Start Director/Management Team	Ongoing - 06/30/2021	Quarterly Child Plus Reports Management Team/Staff Meetings Board/Policy Council Meetings
1302.102(b)(1) (ii) Correct Quality and Compliances issues immediately	Ensure all Quality and Compliance Issues are addressed immediately, Evaluate progress towards meeting program goals	Address all compliance issues immediately; Monitor progress towards meeting program goals 06/01/2020 – Ongoing	Head Start Director/Management Team	06/01/2020 - 06/30/2021 Ongoing	Child Plus Reports Management Team Reports
1302.102(1)(iv) Ongoing Compliance 1302.90 Policies and Procedures	Add actions of Corrective Action Plan to current Policies and Procedures	Review/Revise Policies and Procedures 07/01/2020 – Ongoing	Head Start Director	07/01/2020	Annual Review of Program Policies and Procedures

7.1.2020 L.P.



"Putting Children First"

GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

LaKysha Perkins, Executive Director

35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790



Head Start Center Information for 2020-2021

Name of Center	Current License	Accreditation	Condition	Meets ADA Regulations
Chattahoochee Elementary	N/A	AdvancEd Accredited	Good	Yes
George W. Munroe Elementary	N/A	AdvancEd Accredited	Good	Yes
Greensboro Elementary	N/A	AdvancEd Accredited	Good	Yes
Havana Magnet	N/A	AdvancEd Accredited	Good	Yes
Midway Head Start Center	N/A	AdvancEd Accredited	Good	Yes
Quincy Area 3's Center	N/A	AdvancEd Accredited	Good	Yes

Hours of Operation

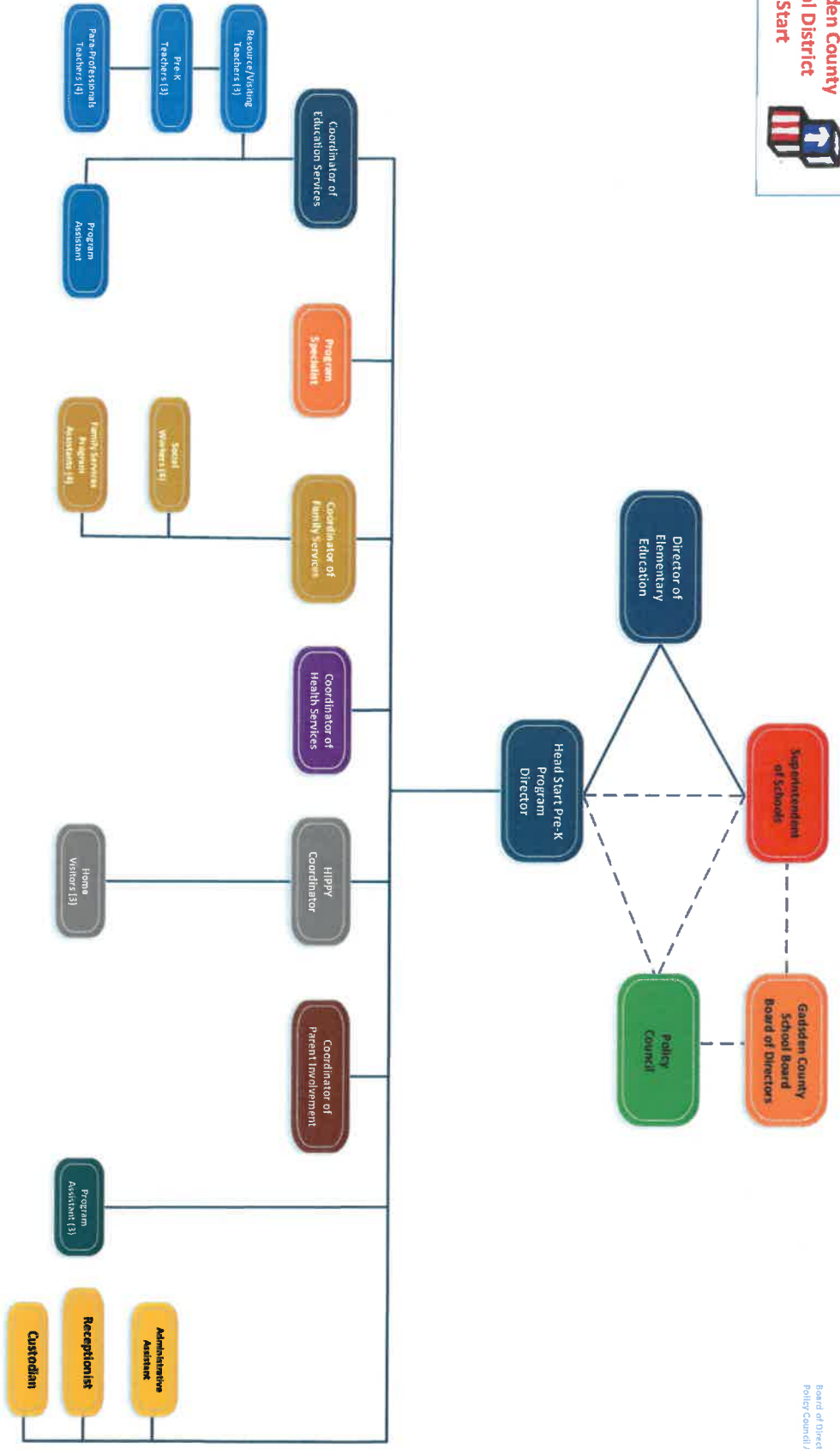
School Sites	9:00 AM – 4:00 AM
Midway Head Start Center	7:30 AM – 3:30 PM
Quincy Area 3's Center	7:00 AM – 5:30 PM

2019-2020 Policy Council Officers

Glondetra Arnold
Chairperson

Kenyatta Lloyd
Co-Chairperson

Brittany Smart
Secretary



Line of Supervision
Line of Communication
Board of Director Approval xx.xx.xx
Policy Council Approval xx.xx.xx

08.21.2019

**GADSDEN COUNTY SCHOOL DISTRICT'S
HEAD START/PREKINDERGARTEN PROGRAM**

To be completed by Prekindergarten Office Staff

HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA

Child's Name: _____

Head Start (Income Eligible)	(20)	_____
Homeless	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1st)	(10)	_____
TANF	(10)	_____
Foster Child	(10)	_____
Parent/Guardian Receives SSI	(10)	_____
Active Military Family	(10)	_____
Protective Services Child	(10)	_____
Transitioning From Early Head Start (EHS)	(10)	_____
Child has Disability	(10)	_____
Parent Incarcerated	(10)	_____
Kinship Care	(7)	_____
Agency Referral (referral form required)	(7)	_____
Working Parent	(7)	_____
Single Parent	(5)	_____
Child Has No Parent/Legal Guardian	(5)	_____
LEP Student (Limited English Proficiency)	(3)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children under Age 4	(2)	_____
Medicaid (must be documented)	(1)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Children: Turns 5 Between 9/2-12/31	(5)	_____
Turns 5 Between 1/1-9/1	(2)	_____
Turns 4 Between 9/2-12/31	(5)	_____
Turns 4 Between 1/1-9/1	(2)	_____
Teenage Parent (at time of 1 st child's birth)	(2)	_____

TOTAL POINTS EARNED: _____

Qualifies for: Title I/VPK (4 yr. old) _____ HS _____ Over Income 130% _____ Over Income _____
(Test Score 115 or Below)

Date: _____ Staff Initials: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: 2020-2021 Agreement Extension for Security Monitoring and Maintenance with Vendor - Redwire

DIVISION: Facilities and Finance Departments

PURPOSE AND SUMMARY OF ITEM: School Board approval is requested for extending the agreement with Redwire for security monitoring and maintenance for the 2020-2021 fiscal year. The agreement includes security systems at 9 buildings as well as cameras at George Munroe Elementary and Chattahoochee Elementary Schools. In addition, the agreement covers the fire system monitoring system at Havana Magnet School.

FUND SOURCE: General Fund

AMOUNT: 2019-20 FY = \$9,447.36

PREPARED BY: William Hunter and Bonnie Wood

POSITION: Facilities Director and Finance Director



1136 Thomasville Road
Tallahassee, FL 32303
850.219.9473



April 6, 2020

Gadsden Co School Board
Attn. William Hunter, Maintenance
35 Martin Luther King Jr Blvd
Quincy FL 32351

Re: **Redwire Account Number: W1M1658**
See attached spreadsheet for site location costs

Dear Valued Customer:

According to our records, your current fiscal year ends June 30, 2020. In anticipation of this event, we are writing to inform you of changes that will affect your new budget and/or Purchase Order for services as specified in the original client agreement and applicable addendums.

The established rate for this account is **\$1993.31 Quarterly** for the period of 7/01/20-6/30/21. The **Annual** amount totals **\$7973.24**. This rate does not include additional monitoring and maintenance for new equipment that is not currently online.

Your account number W1M1658 MUST be referenced on the new purchase order. Purchase orders should be mailed to 1136 Thomasville Road – Tallahassee, FL 32303 ATTN: Accounting or emailed to redwireaccounting@redwireus.com.

A trip charge for \$59.00 will be included on each service ticket. You may need to originate a separate or blanket purchase order to cover this charge.

We currently accept Automatic Payment through Electronic Funds Transfer and/or Purchasing Cards. Online payments are available at <https://clientportal.redwire.com> . If you require assistance, please contact the accounting department at 850-219-9473 Option 6 or email redwireaccounting@redwire.com

We appreciate and value your business. Your safety and protection are our highest priority and we look forward to continuing to serve you.

Sincerely,

Redwire Accounting Department

PLEASE NOTE: If you have received this letter in error, please call 850-219-9473 option 6 so that we may correct our records and forward this letter to the correct person to ensure continued services. Thank you.

Encls.

Lic.#EF20001219
www.redwire.com

SONITROL		GADSDEN COUNTY SCHOOL BOARD LISTING OF ACCOUNTS & SERVICES									
EFFECTIVE 7.1.2020											
Customer Number	Site Name	Site Address	Service Level	System Type	Alarm Account #	Bill Cycle	2020-2021 Monthly	2020-2021 Quarterly	2020-2021 Annual		
Sonitrol of Tallahassee Inc											
R1M150092	GCSB Maintenance & Transportation Dept	805 S. Stewart St.	Monitoring & Maintenance	Security System	3265	Q	207.70	623.11	2,492.46		
R1M150570	GCSB Carter Parramore Bldg 5	631 S Stewart St	Monitoring & Maintenance	Security System	3552	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 1	631 S Stewart St	Monitoring & Maintenance	Security System	3553	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 3	631 S Stewart St	Monitoring & Maintenance	Security System	3554	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 4 Gym	631 S Stewart St	Monitoring & Maintenance	Security System	4369	Q	135.68	407.04	1,628.15		
R1M175060	GCSB Transportation - GCSB Bus Barn	720 S. Stewart St.	Monitoring & Maintenance	Security/Fire System	3829	Q	265.20	795.60	3,182.40		
R1M175469	GCSB Havana Middle School	1210 Kemp Rd	Monitoring & Maintenance	Security System	4366	Q	157.53	472.59	1,890.34		
	GCSB Havana Middle School	1210 Kemp Rd	Monitoring & Maintenance	Security System	4367	Q	157.53	472.59	1,890.34		
R1M175725	GCSB Greensboro Elem Bldg 8	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4697	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 4 Clinic	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4698	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 6 - Gym	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4699	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 1, 2, 5	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4701	Q	60.05	180.14	720.55		
	GCSB Greensboro Elem Kitchen/Cafe.	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4950	Q	60.05	180.14	720.55		
R1M600108	GCSB Head Start Center	500 W King St	Monitoring & Maintenance	Security System	5849	Q	96.11	288.32	1,153.28		
R1M600602	GCSB Quincy Educational Academy	500 W. King St.	Monitoring & Maintenance	Security System	5037	Q	106.64	319.92	1,279.68		
R1M600155	GCSB Stewart St. Elementary	749 S Stewart St	Monitoring & Maintenance	Security System	5875	Q	155.49	466.47	1,865.88		
R1M601147	GCSB East Gadsden High	2701 Blue Star Hwy	Monitoring & Maintenance	Security System	6088	Q	516.83	1,550.49	6,201.96		
R1M601482	GCSB Shanks Middle School	1400 W King St	Monitoring & Maintenance	Security System	6317	Q	402.83	1,208.50	4,834.01		
R1M602040	GCSB Family Info Resource Center	35 MLK JR Blvd	Monitoring & Maintenance	Security System	6668	Q	55.24	165.71	662.83		
				Security/Access/Temp monitoring							
R1M602225	GCSB Food Service Whse	35 MLK JR Blvd	Monitoring & Maintenance	Security/Access	6797	Q	161.79	485.36	1,941.43		
R1M175514	GCSB Admin Offices	35 MLK JR Blvd	Monitoring & Maintenance	Security/Access	5062	Q	290.04	870.12	3,480.48		
R1M176575	GCSB GCSB Admin Personnel Bldg	35 MLK JR Blvd	Monitoring & Maintenance	Security System	5761	Q	106.27	318.80	1,275.22		
R1M602184	GCSB W Gadsden High	200 Providence Rd	Monitoring & Maintenance	Security System	6756	Q	463.30	1,389.90	5,559.62		
TOTALS							3,985.44	11,956.32	47,825.28		

REDWIRE									
GADSDEN COUNTY SCHOOL BOARD LISTING OF ACCOUNTS & SERVICES									
EFFECTIVE 7.1.2020									
Customer Number	Site Name	Site Address	Service Level	System Type	Alarm # Account #	Bill Cycle	2020-2021 monthly	2020-2021 Quarterly	2020-2021 Annual
W1M1658	George Munroe Elem-Office & Campus	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6861V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Cafeteria	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6863V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Media Ctr	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6864V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Clinic	1830 W King St	Monitoring & Maintenance	Security System	RT3050	Q	39.51	118.53	474.12
W1M1658	Chattahoochee Elementary	335 Maple St	Monitoring & Maintenance	Security System w/camera	RT9014V	Q	139.87	419.61	1,678.44
W1M1658	Havana Middle School	1210 Kemp Rd	Monitoring Only - No Maintenance	Fire System	RT1873	Q	30.95	92.85	371.39
W1M1658	Havana Middle School-Management	1210 Kemp Rd Bldg 1	Monitoring & Maintenance	Security System	RT9711	Q	61.88	185.64	742.56
W1M1658	Gadsden Technical Institute	201 MLK JR Blvd	Monitoring & Maintenance	Security System	RT9502	Q	154.73	464.16	1,856.64
W1M1658	Shanks Middle School - Clinic	1400 W King Street	Monitoring & Maintenance	Security System	RT3142	Q	39.53	118.59	474.36
				TOTALS			664.45	1,993.29	7,973.15
Redwire revised 7.9.20									

Redwire Accounts and Services FY 20-21

Site Name	Buildings Served	Service Level	System Type	2020-2021 monthly rate	2020-2021 Quarterly Payment	2020-2021 Annual
George Munroe Elem	Bldg 2 (Cafeteria)	Monitoring & Maintenance*	Intrusion System w/ camera	\$65.99	\$197.97	\$791.88
George Munroe Elem	Bldg 14 (Office)	Monitoring & Maintenance*	Intrusion System w/ camera	\$65.99	\$197.97	\$791.88
George Munroe Elem	Bldg 12 (Media Center)	Monitoring & Maintenance*	Intrusion System w/ camera	\$65.99	\$197.97	\$791.88
George Munroe Elem	Portable 99-42 Clinic	Monitoring & Maintenance*	Digital Intrusion Detection	\$39.51	\$118.53	\$474.12
Chattahoochee Elem	Bldg 1	Monitoring & Maintenance*	Security System w/ camera	\$139.87	\$419.61	\$1,678.44
Havana Magnet	Bldg 1, Bldg 2-Media Center, Bldg 6, Bldg 7, Bldg 8, Bldg 9, Bldg 10-Music/Band, Bldg 11-Gym and Bldg 12-Cafeteria	Monitoring Only	Fire Detection	\$30.95	\$92.85	\$371.39
Havana Magnet	Bldg 14	Monitoring & Maintenance*	Digital Intrusion Detection	\$61.88	\$185.64	\$742.56
Gadsden Technical Institute	Bldg 8, Bldg 9, Bldg 10, Bldg 12 and Bldg 14	Monitoring & Maintenance*	Digital Intrusion Detection	\$154.73	\$464.16	\$1,856.64
Shanks Middle School	Portable 99-55 Clinic	Monitoring & Maintenance*	Digital Intrusion Detection	\$39.53	\$118.59	\$474.36
TOTAL					\$1,993.29	\$7,973.15

*prices do not include \$55.00 per trip charge for each service ticket



FEID #27-1194163
 1136 Thomasville Rd.
 Tallahassee, FL 32303
 850.219.9473

Credit Memo

Credit Number	Issue Date
231007	4/6/2020
Customer Number	Credit Date
WIM1658	4/6/2020

To: **GCSB**
Attn.Maintenance
35 Martin Luther King Jr Blvd
Quincy, FL 32351

Remit To: **Redwire**
 1136 Thomasville Road
 Tallahassee, FL 32303-6272

TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN WITH YOUR REMITTANCE

Customer Name	Customer Number	PO Number	Issue Date	Credit Date
GCSB	WIM1658	199916	4/6/2020	4/6/2020

Quantity	Description	Amount	Credit Due
11.00	Havana Middle School, 1210 KEMP ROAD, Havana, FL Fire System Monitoring 8/1/2019 - 6/30/2020	29.79	327.69

Tax	0.00
Used Amount	0.00

Date	Credit #	Description	Amount	Credit Due
4/6/2020	231007	Recurring Services	327.69	327.69

Credit Havana Middle School Fire system RT1874
 8/1/19-6/30/20



FEID #27-1194163
 1136 Thomasville Rd.
 Tallahassee, FL 32303
 850.219.9473

<i>Invoice</i>	
Invoice Number 241207	Date 06/25/2020
Customer Number W1M1658	Due Date Net 30

Total Due: \$1,993.29

Bill To: GCSB
 Attn.Maintenance
 35 Martin Luther King Jr Blvd
 Quincy, FL 32351

Site Location: George Munroe Elem-Office
 1830 W King ST
 Quincy, FL 32351

TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN WITH YOUR REMITTANCE

Customer Number	PO Number	Invoice Date	Due Date	
W1M1658	199916	6/25/2020	Net 30	
Description		Quantity	Rate	Amount
George Munroe Elem-Office 1830 W King ST, Quincy, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$65.99	\$197.97
George W Munroe Elementary-Cafeteria 1830 W King St, Quincy, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$65.99	\$197.97
George Munroe Elem-Media Center 1830 W King Street, Quincy, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$65.99	\$197.97
Chattahoochee Elementary 335 MAPLE STRET, CHATTAHOOCHEE, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$90.37	\$271.11
Maintenance on CCTV 07/01/2020-09/30/2020		3.0000	\$49.50	\$148.50
Havana Middle School 1210 KEMP ROAD, Havana, FL				
Monitoring of Fire System 07/01/2020-09/30/2020		3.0000	\$30.95	\$92.85
Gadsden Technical Institute 201 MARTIN LUTHER KING JR BLVD, Quincy, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$154.72	\$464.16
Havana Middle School Management 1210 KEMP RD BLDG 14, Havana, FL				
Intrusion Services 07/01/2020-09/30/2020		3.0000	\$61.88	\$185.64

TERMS – NET 30 DAYS. A FINANCE CHARGE OF 1½% OR 18% ANNUAL PERCENTAGE RATE will be charged Past Due Accounts.

(07/2019) FMI



FEID #27-1194163
 1136 Thomasville Rd.
 Tallahassee, FL 32303
 850.219.9473

<i>Invoice</i>	
Invoice Number 241207	Date 06/25/2020
Customer Number W1M1658	Due Date Net 30

Total Due: \$1,993.29

Bill To: GCSB
 Attn.Maintenance
 35 Martin Luther King Jr Blvd
 Quincy, FL 32351

Site Location: George Munroe Elem-Office
 1830 W King ST
 Quincy, FL 32351

TO INSURE PROPER CREDIT, PLEASE DETACH AND RETURN WITH YOUR REMITTANCE

Description	Quantity	Rate	Amount
George Munroe Elem-Clinic 1850 W King St, Quincy, FL			
Intrusion Services 07/01/2020-09/30/2020	3.0000	\$39.51	\$118.53
Shanks Middle School - Clinic 1400 W King Street, Quincy, FL			
Intrusion System Monitoring and Maintenance 07/01/2020-09/30/2020	3.0000	\$39.53	\$118.59
Sub Total			1,993.29
Sales Tax			0.00
Payments/Credits Applied			0.00

Date	Invoice #	Description	Amount	Balance Due
6/25/2020	241207	Recurring Services	1,993.29	1,993.29

TERMS – NET 30 DAYS. A FINANCE CHARGE OF 1½% OR 18% ANNUAL PERCENTAGE RATE will be charged Past Due Accounts.

(07/2019) FMI

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: 2020-2021 Agreement Extension for Security and Access System Monitoring and Maintenance with Vendor - Sonitrol

DIVISION: Facilities and Finance Departments

PURPOSE AND SUMMARY OF ITEM: School Board approval is requested for extending the agreement with Sonitrol for security and access system monitoring and maintenance for the 2020-2021 fiscal year. The agreement includes security systems at 22 buildings. In addition, the agreement covers the fire system monitoring system at the Transportation Department and temperature monitoring at the Warehouse.

FUND SOURCE: General Fund

AMOUNT: 2019-20 FY = \$48,342.17

PREPARED BY: William Hunter and Bonnie Wood

POSITION: Facilities Director and Finance Director

March 13, 2020

GCSB - Gadsden Co School Board
Attn William Hunter, Maintenance
35 Milk Jr Blvd.
Quincy FL 32351

Re: Sonitrol Account Number:
See attached spreadsheet for site location costs

Dear Valued Customer:

According to our records, your current fiscal year ends June 30, 2020. In anticipation of this event, we are writing to inform you of changes that will affect your new budget and/or Purchase Order for services as specified in the original client agreement and applicable addendums on file.

The established rate for this account is **\$11,956.32 Quarterly** for the period of 7/01/20-6/30/21. The **annual** amount totals **\$47,825.28**. This total does not include additional monitoring and maintenance for new equipment that is not currently online.

Your account numbers MUST be referenced on the new purchase order. Purchase orders should be mailed to 1136 Thomasville Road Tallahassee, FL 32303 ATTN: Accounting. or emailed to sonitrolaccounting@sonitrolfl.com.

A trip charge for \$59.00 will be included on each service ticket. You may need to originate a separate or blanket purchase order to cover this charge.

We currently accept Automatic Payment through Electronic Funds Transfer and/or Purchasing Cards. If you require assistance, please contact the accounting department at 850-205-5000 Option 6 or email sonitrolaccounting@sonitrolfl.com.

We appreciate and value your business. Your safety and protection are our highest priority and we look forward to continuing to serve you.

Sincerely,

Sonitrol Accounting Department

PLEASE NOTE: If you have received this letter in error, please call (850) 205-5000 Option 6 so that we may correct our records and forward this letter to the correct person to ensure continued services. Thank you.

Encls.

SONITROL		GADSDEN COUNTY SCHOOL BOARD LISTING OF ACCOUNTS & SERVICES									
Customer Number	Site Name	Site Address	Service Level	System Type	Alarm Account #	Bill Cycle	2020-2021 Monthly	2020-2021 Quarterly	2020-2021 Annual		
EFFECTIVE 7.1.2020											
Sonitrol of Tallahassee Inc											
R1M150092	GCSB Maintenance & Transportation Dept	805 S. Stewart St.	Monitoring & Maintenance	Security System	3265	Q	207.70	623.11	2,492.46		
R1M150570	GCSB Carter Parramore Bldg 5	631 S Stewart St	Monitoring & Maintenance	Security System	3552	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 1	631 S Stewart St	Monitoring & Maintenance	Security System	3553	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 3	631 S Stewart St	Monitoring & Maintenance	Security System	3554	Q	135.67	407.00	1,628.02		
	GCSB Carter Parramore Bldg 4 Gym	631 S Stewart St	Monitoring & Maintenance	Security System	4369	Q	135.68	407.04	1,628.15		
R1M175060	GCSB Transportation - GCSB Bus Barn	720 S. Stewart St.	Monitoring & Maintenance	Security/Fire System	3829	Q	265.20	795.60	3,182.40		
R1M175469	GCSB Havana Middle School	1210 Kemp Rd	Monitoring & Maintenance	Security System	4366	Q	157.53	472.59	1,890.34		
	GCSB Havana Middle School	1210 Kemp Rd	Monitoring & Maintenance	Security System	4367	Q	157.53	472.59	1,890.34		
R1M175725	GCSB Greensboro Elem Bldg 8	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4897	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 4 Clinic	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4698	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 6 - Gym	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4699	Q	60.06	180.17	720.68		
	GCSB Greensboro Elem Bldg 1, 2, 5	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4701	Q	60.05	180.14	720.55		
	GCSB Greensboro Elem Kitchen/Cafe.	559 Greensboro Hwy	Monitoring & Maintenance	Security System	4950	Q	60.05	180.14	720.55		
R1M600108	GCSB Head Start Center	500 W King St	Monitoring & Maintenance	Security System	5849	Q	96.11	288.32	1,153.28		
R1M600602	GCSB Quincy Educational Academy	500 W. King St.	Monitoring & Maintenance	Security System	5037	Q	106.64	319.92	1,279.68		
R1M600155	GCSB Stewart St. Elementary	749 S Stewart St	Monitoring & Maintenance	Security System	5875	Q	155.49	466.47	1,865.88		
R1M601147	GCSB East Gadsden High	2701 Blue Star Hwy	Monitoring & Maintenance	Security System	6088	Q	516.83	1,550.49	6,201.96		
R1M601482	GCSB Shanks Middle School	1400 W King St	Monitoring & Maintenance	Security System	6317	Q	402.83	1,208.50	4,834.01		
R1M602040	GCSB Family Info Resource Center	35 MLK JR Blvd	Monitoring & Maintenance	Security System	6668	Q	55.24	165.71	662.83		
R1M602225	GCSB Food Service Whse	35 MLK JR Blvd	Monitoring & Maintenance	Security/Access/Temp monitoring	6797	Q	161.79	485.36	1,941.43		
R1M175514	GCSB Admin Offices	35 MLK JR Blvd	Monitoring & Maintenance	Security/Access	5062	Q	290.04	870.12	3,480.48		
R1M176575	GCSB Admin Personnel Bldg	35 MLK JR Blvd	Monitoring & Maintenance	Security System	5761	Q	106.27	318.80	1,275.22		
R1M602184	GCSB W Gadsden High	200 Providence Rd	Monitoring & Maintenance	Security System	6756	Q	463.30	1,389.90	5,559.62		
TOTALS							3,985.44	11,956.32	47,825.28		

REDWIRE									
GADSDEN COUNTY SCHOOL BOARD LISTING OF ACCOUNTS & SERVICES									
EFFECTIVE 7.1.2020									
Customer Number	Site Name	Site Address	Service Level	System Type	Alarm # Account #	Bill Cycle	2020-2021 monthly	2020-2021 Quarterly	2020-2021 Annual
W1M1658	George Munroe Elem-Office & Campus	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6861V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Cafeteria	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6863V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Media Ctr	1830 W King St	Monitoring & Maintenance	Security System w/camera	RT6864V	Q	65.99	197.97	791.88
W1M1658	George Munroe Elem-Clinic	1830 W King St	Monitoring & Maintenance	Security System	RT3050	Q	39.51	118.53	474.12
W1M1658	Chattahoochee Elementary	335 Maple St	Monitoring & Maintenance	Security System w/camera	RT9014V	Q	139.87	419.61	1,678.44
W1M1658	Havana Middle School	1210 Kemp Rd	Monitoring Only - No Maintenance	Fire System	RT1873	Q	30.95	92.85	371.39
W1M1658	Havana Middle School-Management	1210 Kemp Rd Bldg 1	Monitoring & Maintenance	Security System	RT9711	Q	61.88	185.64	742.56
W1M1658	Gadsden Technical Institute	201 MLK JR Blvd	Monitoring & Maintenance	Security System	RT9502	Q	154.73	464.16	1,856.64
W1M1658	Shanks Middle School - Clinic	1400 W King Street	Monitoring & Maintenance	Security System	RT3142	Q	39.53	118.59	474.36
				TOTALS			664.45	1,993.29	7,973.15
Redwire revised 7.9.20									

Sontrol Accounts and Services FY 20-21

Site Name	Buildings Served	Service Level	System Type	2020-2021 monthly rate	2020-2021 Quarterly Payment
Carter Parramore Academy	Bldg 1 (Office, Media Center and Classrooms)	Monitoring & Maintenance*	Security System	\$135.67	\$407.00
Carter Parramore Academy	Bldg 3 (Cafeteria)	Monitoring & Maintenance*	Security System	\$135.67	\$407.00
Carter Parramore Academy	Bldg 4 (Gym)	Monitoring & Maintenance*	Security System	\$135.68	\$407.04
Carter Parramore Academy	Bldg 5 (Bold Step Infant Care)	Monitoring & Maintenance*	Security System	\$135.67	\$407.00
Havana Magnet	Bldg 1 (Office), Bldg 2 (Media Center), Bldg 6 (Classrooms), Bldg 7 (Classrooms) and Bldg 8 (Classrooms) and Bldg 9 (Classrooms)	Monitoring & Maintenance*	Security System	\$157.53	\$472.59
Havana Magnet	Bldg 10 (Music/Band Room), Bldg 11 (Gym) and Bldg 12 (Cafeteria)	Monitoring & Maintenance*	Security System	\$157.53	\$472.59
Greensboro Elementary	Bldg 1 (Office), Bldg 2 (Classrooms), Bldg 5 (Media Center and Classrooms)	Monitoring & Maintenance*	Security System	\$60.05	\$180.14
Greensboro Elementary	Bldg 3 (Cafeteria)	Monitoring & Maintenance*	Security System	\$60.05	\$180.14
Greensboro Elementary	Bldg 4 (Clinic)	Monitoring & Maintenance*	Security System	\$60.06	\$180.17
Greensboro Elementary	Bldg 6 (Gym)	Monitoring & Maintenance*	Security System	\$60.06	\$180.17
Greensboro Elementary	Bldg 8 (Fieldhouse)	Monitoring & Maintenance*	Security System	\$60.06	\$180.17
HeadStart Prek	Bldg 5 at 500 West King Street	Monitoring & Maintenance*	Security System	\$96.11	\$288.32
Gadsden Elementary Magnet	Bldg 7(Office and Classrooms) and Bldg 8 (Classrooms)	Monitoring & Maintenance*	Security System	\$106.64	\$319.92
Stewart Street	Bldg 1 (Office and Media Center), Bldg 2 (Cafeteria), Bldg 3 (Classrooms), Bldg 4 (Classrooms), Bldg 5 (Classrooms), Bldg 6 (Classrooms), Bldg 7 (Classrooms)	Monitoring & Maintenance*	Security System	\$115.00	\$345.00

Shanks Middle	Bldg 1 (Office and Media Center), Bldg 2 (Classrooms), Bldg 3 (Classrooms), Bldg 5 (Cafeteria and Classrooms), Bldg 6 (Gym), Bldg 7 (Band Room), Bldg 15 (Classrooms), Bldg 16 (Classrooms)	Monitoring & Maintenance*	Security System	\$402.83	\$1,208.50
West Gadsden MS	Bldg 1 (Office), Bldg 2 (Media Center), Bldg 3 (Classrooms), Bldg 4 (Classrooms), Bldg 5 (Gym), Bldg 6 (Band and ROTC), Bldg 7 (Cafeteria), Bldg 8 (Classrooms), Bldg 9 (Classrooms)	Monitoring & Maintenance*	Security System	\$463.30	\$1,389.90
Facilities	Bldg 4	Monitoring & Maintenance*	Security System	\$207.70	\$623.11
Family Information Resource Center	Portable #99-38	Monitoring & Maintenance*	Security System	\$55.24	\$165.71
Assessment	Bldg 5	Monitoring & Maintenance*	Security System	\$106.27	\$318.80
Max Walker Administration	Bldg 1	Monitoring & Maintenance*	Security and Access System	\$290.04	\$870.12
Food Service Warehouse	Bldg 3	Monitoring & Maintenance*	Security and Access System Temperature Monitoring	\$161.79	\$485.36
Transportation	Bldg	Monitoring & Maintenance*	Security System and Fire Alarm Monitoring	\$265.20	\$795.60
Total					\$11,956.31

*prices do not include \$59.00 per trip charge for each service ticket

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: 2020-2021 Agreement Extension for Solid Waste and
Cardboard Recycle Services

DIVISION: Facilities and Finance Departments

PURPOSE AND SUMMARY OF ITEM: School Board approval is requested for extending the agreement with Waste Pro for the collection and removal of solid waste and recycle containers for the 2020-2021 fiscal year.

FUND SOURCE: General Fund and School Food Service

AMOUNT: 2019-20 FY = \$138,746.49

PREPARED BY: William Hunter and Bonnie Wood

POSITION: Facilities Director and Finance Director

Solid Waste and Recycle Pick Up and Transportation Services provided by WASTE PRO

<u>Location and Type of Service</u>	19-20		20-21		<u>Service Days</u>					
	monthly rate	monthly rate	monthly rate	monthly rate	Monday	Tuesday	Wednesday	Thursday	Friday	
Carter Parramore Academy										
one 8 yard serviced twice a week	\$ 386.50	\$ 405.59				X				X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00			X					
Gadsden County HS										
rolloff monthly maintenance fee	\$ 305.83	\$ 305.83								
30 yard compactor haul fee per call	\$ 260.00	\$ 260.00								
per ton disposal fee per call	\$ 72.00	\$ 72.00								
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00				X				
500 West King Street										
one 8 yard serviced twice a week	\$ 386.50	\$ 405.59				X				X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00			X					
Gadsden Technical Institute										
one 4 yard serviced twice a week	\$ 227.36	\$ 238.58				X				X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00			X					
George Munroe Elem										
one 8 yard serviced 5 times a week	\$ 966.25	\$ 1,013.95				X	X	X	X	X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00			X					
Greensboro Elem										
one 8 yard serviced twice a week	\$ 383.62	\$ 405.59				X				X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00			X					
Havana Magnet										
one 6 yard serviced three times a week	\$ 460.41	\$ 483.12			X		X			X
one 8 yard serviced three times a week	\$ 579.75	\$ 608.37			X		X			X
recycle containerboard serviced once per week	\$ 100.00	\$ 125.00				X				
Shanks Middle										
one 8 yard serviced five times a week	\$ 966.25	\$ 1,013.95			X	X	X	X	X	X
recycle containerboard serviced twice a week	\$ 200.00	\$ 250.00			X					X

Stewart Street Elem

compactor maintenance fee \$ 202.16 \$ 202.16
 one 8 yard VIP service \$ 1,826.22 \$ 1,889.23
 recycle containerboard serviced once a week \$ 100.00 \$ 125.00

X						X

West Gadsden Middle

one 8 yard serviced three times a week \$ 579.75 \$ 608.37
 recycle containerboard serviced once a week \$ 100.00 \$ 125.00

X	X					X

Max Walker Administration

one 6 yard serviced twice per week \$ 306.94 \$ 322.09
 one 6 yard serviced twice per week \$ 306.94 \$ 322.09
 recycle containerboard serviced once a week \$ 100.00 \$ 125.00

X	X					X

Transportation

one 6 yard serviced once a week \$ 153.47 \$ 161.04

X						
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Facilities

roll off monthly maintenance fee \$ 75.00 \$ 75.00
 20 yard rolloff haul fee per call \$ 200.00 \$ 200.00
 disposal fee per ton per call \$ 72.00 \$ 72.00

Quincy Area 3s

one 4 yard serviced twice a week \$ 227.36 \$ 238.58

X						X
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Midway HeadStart PreK

one 2 yard serviced once a week \$ 63.43 \$ 65.61

X						
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Warehouse

one 6 yard serviced twice a week \$ 306.94 \$ 322.09

X	X					X
---	---	--	--	--	--	---

SOLID WASTE FRANCHISE AGREEMENT

This Agreement made and entered into on this the 1st day of December, 2009, by and between Gadsden County, Florida, hereinafter referred to as "County", and Waste Pro of Florida, Inc., hereinafter referred to as "Contractor",

WITNESSETH:

WHEREAS, County is desirous of securing the services of the Contractor to operate a waste hauling service for the County; and

WHEREAS, the Contractor desires to provide the operation of a waste hauling service for the County;

NOW, THEREFORE, FOR AND IN CONSIDERATION of the respective covenants herein contained, the parties agree as follows:

Section 1. COMMENCEMENT OF WORK

The refuse collection work outlined in this Agreement shall commence no later than January 1st, 2010,

Section 2. TERM

The term of the Agreement shall be for a period beginning January 1, 2010 and terminating December 31, 2014. This Agreement shall be automatically renewed for consecutive five-year periods unless a party provides notice of intent not to renew at least 120 days prior to the end of the initial term or any renewal term.

Section 3. DEFINITION OF TERMS

3.1 Agreement. Shall mean this Agreement and the attached Exhibits.

3.2 Biohazardous Waste. Shall mean any solid waste or liquid waste, which is defined as biohazardous pursuant to 62-730.020 FAC

3.3 Commercial Service. Shall herein refer to the service provided to business establishments, County owned property, churches, Multiple Dwelling Units, office buildings, industrial facilities and other commercial establishments.

3.4 Commercial Trash. Shall mean any and all accumulations of paper, rags, excelsior or other packing materials, wood, paper or cardboard boxes or containers, sweepings, and any other accumulation not included under the definition of Garbage, generated by the operation of stores, offices, other business places and non-residential property.

3.5 Construction and Demolition Debris. Shall mean materials defined as such from time to time by the Department and Chapter 62-730.020 FAC

3.6 Contractor. Shall mean Waste Pro of Florida, Inc.

3.7 Department. Shall mean the Florida Department of Environmental Regulation.

3.8 Disposal Costs. Shall mean the "tipping fees" or other costs charged to the Contractor at the Decatur County Landfill or such other disposal facility designated by the County for disposal of the Refuse collected by the Contractor.

3.9 Garbage. Shall mean all kitchen and table food waste and/or animal or vegetative waste that is attendant with or results from the storage, preparation, cooking, or handling of food materials; and any bottles, cans or other containers, utilized in normal household use, which due to their ability to retain water, may serve a breeding place for mosquitoes and other insects.

3.10 Garbage Receptacle. Shall mean a Contractor owned and provided 96-gallon rollout cart, or such other receptacle approved by the County and Contractor.

3.11 Garden and Yard Trash. Shall mean vegetative matter resulting from residential yard and landscaping maintenance and shall include materials such as tree and shrub trimmings, grass clippings, palm fronds, or small tree branches.

3.12 Hazardous Waste. Shall mean any solid waste, (even though it may be part of a delivered load of waste) which:

(a) is required to be accompanied by a written manifest or shipping document describing the waste as "Hazardous Waste", pursuant to any state or federal law, including, but not limited to, the Resource Conservation and Recovery Act, 42 USC 7901, et seq. as amended and the regulations promulgated thereunder; or

(b) contains polychlorinated biphenyls or any other substance the storage, treatment or disposal of which is subject to regulation under the Toxic Substances Control Act, 15 USC 2601, et seq. as amended and the regulations promulgated thereunder; or

(c) contains a "reportable quantity" of one or more "Hazardous Substances", as defined in the Comprehensive Environmental Response, Compensation and Liability Act, 42 USC 9601, et seq. as amended and regulations promulgated thereunder or as defined under Florida Administrative Code Section 62-730.020 and regulations promulgated thereunder; or

(d) contains a radioactive material the storage or disposal of which is subject to state or federal regulation.

3.13 Household Trash. Shall herein refer to accumulations of paper, magazines, packaging, containers, sweepings, and all other accumulations of a nature other than Garbage or Garden and Yard Trash, which are usual to housekeeping and to the operation of residences. Special Waste, furniture, White Goods, and construction material is not Household Trash.

3.14 Landfill. Shall mean any solid waste land disposal area for which a permit, other than a general permit, is required by Chapter 403.707, Florida Statutes, that receives solid waste for disposal in or upon land other than a land-spreading site, injection well, or a surface impoundment.

3.15 Mechanical Container. Shall mean and include any detachable metal container designed or intended to be mechanically dumped into a loader/packer type of Garbage truck used by the Contractor.

3.16 Multiple Dwelling Units. Shall mean any building containing two (2) or more permanent living units, not including motels and hotels, which is serviced by mechanical Container(s).

3.17 County. Shall mean Gadsden County.

3.18 Recyclable Materials. Shall mean any newspaper, cardboard, plastic, aluminum and other commercially viable recyclables as designated by Contractor that are generated within the Service Area. Glass is excluded in this definition.

3.19 Refuse. Shall mean Garbage, Commercial Trash and Household Trash. Construction and Demolition Debris, Hazardous Waste, Biohazardous Waste, Special Waste and Recycled Material are excluded.

3.20 Residential Service. Shall herein refer to the Refuse collection service provided to persons occupying dwelling units within the designated area who are not receiving Commercial Service.

3.21 Service Area. Shall mean the County.

3.22 Special Waste. Shall mean solid wastes listed in Exhibit A attached hereto.

3.23 White Goods. Includes inoperative and discarded refrigerators, ranges, water heaters, freezers, small air conditioning units, and other similar domestic and commercial large appliances.

Section 4. GRANT OF RIGHT: GENERAL CONDITIONS

4.1 Exclusive Right. The Contractor shall provide Garbage, Household Trash and Commercial Trash collection services within the Service Area. The Contractor shall have and is hereby granted the exclusive right to provide residential and commercial Refuse collection service in the Service Area in accordance with the terms hereof.

In furtherance of such grant, County shall use its best efforts take to enforce the grant of such exclusive right to Contractor.

4.2 Independent Contractor. Contractor shall be an independent contractor and shall provide, at his own expense, all labor, insurance, supervision, machinery and equipment, plant building, trucks and any other tools, equipment, accessories and things necessary to provide the service required herein.

4.3 Spillage. Contractor shall not litter or cause any spillage to occur upon the premises or the rights-of-way wherein the collection shall occur. Contractor may refuse to collect any Refuse that have not been placed in a receptacle, as provided herein.

4.4 Disposal Site. All Refuse shall be hauled to a properly permitted facility such as a Landfill or other disposal site as may be determined.

Section 5. RESIDENTIAL COLLECTION SERVICE

5.1 Duties. Contractor shall collect and dispose of all Refuse generated from households within the franchise area. Refuse will be limited to what is contained within the 96 gallon barrel that is provided. Collection shall be non-mandatory and up to each resident as to whether they take the service. Included in residential service is voluntary curbside recycling. While it is up to each resident to decide whether they recycle, the price is based on this service level. Any customer not wanting to recycle will pay the base pricing. The County has elected to include one time per month yard trash and bulky item pickup. This will be limited to less than one half cubic yard per pickup. Limbs must be less than five feet long and five inches in diameter. Because white goods cannot be picked up with regular items, they will be picked up on an on call basis. The customer will call the office to arrange the pickup of white goods.

5.2 Frequency of Collection. Contractor shall collect Refuse from places of residence within the Service Area once per week. Contractor shall collect Recycling Material within service area once per week. Yard and bulk service will be provided one time per month.

5.3 Point of Pickup or Residential Refuse. Collection of residential Refuse shall be at curbside or other such locations as will provide ready accessibility to Contractor's collection crew and vehicle.

Section 6. COMMERCIAL COLLECTION SERVICE

6.1 Duties. Contractor shall collect and dispose of Refuse from or generated by any commercial or industrial use, and any use not included within residential service.

6.2 Frequency of Collection. Commercial waste may be collected at any time and will be available a minimum of two times per week to prevent containers from becoming overloaded.

6.3 Point of Pickup of Commercial Refuse. Commercial Refuse customers shall accumulate Refuse at locations that are mutually agreed upon by the customer and Contractor.

6.4 Method of Collection of Commercial Refuse. Contractor shall make collections with as little disturbance as possible. Any Refuse spilled by Contractor, or spilled a result of Contractor missing a pick-up, shall be picked up promptly by Contractor, unless spillage is

caused by overloaded containers in which case the customer shall be responsible for picking up the spillage.

6.5 Exclusions. Special Waste, Hazardous Waste, Biohazardous Waste, Recyclables, Construction and Demolition Debris, Garden and Yard Trash, White Goods are excluded from Contractor's obligation to collect and dispose of Commercial Refuse.

Section 7. SCHEDULES AND ROUTES

7.1 Schedules. Contractor shall provide County with schedules for all residential collection routes.

7.2 Holidays. Contractor will not provide service on the following holidays: New Years Day, Memorial Day, Fourth of July, Thanksgiving and Christmas. If the regular collection day falls on any of the aforementioned holidays, Contractor shall collect the Refuse on the next regularly scheduled collection day for the subject route.

7.3 Rates Schedule. Reference Exhibit B subject only to be amended per the Adjustments to Rates mechanisms included in this agreement.

Section 8. SPECIAL WASTE COLLECTION

Contractor may offer Special Waste collection and disposal services to customers in the Service Area upon terms and conditions acceptable to Contractor and the customer generating the Special Waste.

Section 9. CONTRACTOR'S OFFICE

The Contractor shall provide at his expense, a suitable office located in the vicinity of the Service Area with telephone service where any complaints shall be received, recorded and handled during normal working hours of each week and shall provide for prompt handling of emergency complaints and all other special or emergency complaints or calls. Contractor shall keep a record of all complaints received and the disposition thereof for a period of one year after receipt and Owner shall have the right to review Contractor's records regarding the receipt and handling of complaints.

Section 10. PAYMENT AND BILLING

10.1 Billing. Contractor shall bill each commercial customer for services provided during the month and customer shall pay Contractor within 45 days of receipt of such invoice. Residential customers shall be billed once per quarter. Late charges may be assessed 60 days after billed, if not paid. The rates for such service shall be initially as set forth in Exhibit A.

10.2 Franchise Fees. Contractor shall pay the County 10% of gross receipts on a quarterly basis. Franchise fee payment will be rendered to the County on the 20th of the month after the current calendar quarter. The County has the option to waive or decrease this fee in

its entirety. In such case, the Contractor will decrease the rates charged to the customer by the amount of the proposed decrease.

10.3 Adjustments to Rates.

(a) Changes in Collection Price. Compensation payable to Contractor for all solid waste services hereunder shall be adjusted upward or downward annually to reflect changes in the cost of doing business measured by fluctuations in the consumer price index (CPI) for all urban consumer items as published by the U.S. Department of Labor, Bureau of Labor Statistics. Annually, on the anniversary date of this Agreement, the net change in collection rates shall reflect such increase or decrease in the CPI as defined above for the last calendar year. The collection rates in subsequent years of this Agreement shall be adjusted annually based upon the net change as described above for the preceding year. Contractor will increase rates by 90% of the CPI. The remaining 10% will be adjusted based on fuel pricing as described below.

(b) Changes in Disposal Costs. The parties acknowledge that the current Disposal Cost is \$27.50 per ton. However, it is recognized that, from time to time, the actual Disposal Cost charged to Contractor for disposal of residential solid waste collected pursuant to this Agreement will change. In the event of such change in the Disposal Cost (including any fees, taxes or other charges or adjustments), the collection rates shall be increased in such amount as will compensate Contractor for the actual change of Disposal Cost. Decreases in Disposal Cost shall be cause for a like dollar decrease in the collection rates. The adjustments to the unit rates shall include a landfill disposal portion based on each resident generating 1.3 tons of Refuse per year. The density of commercial dumpster service shall be 120 lbs per cubic yard.

(c) Change in Law. The compensation shall be increased to offset the increased costs of Contractor as a result of increases in costs of operations resulting from changes in federal, state or local environmental or other law or regulation which changes affect operations on or after the date hereof concerning the receipt, handling, transportation, or disposal of solid waste pursuant to this Agreement. No change shall be allowed hereunder for increases due to increases in income taxes or increases already compensated for pursuant to 10.4(b).

(d) Change in Disposal Site. Should the County designate a disposal site, the Contractor shall be entitled to an equitable adjustment in rates to take into consideration distance, tipping fees, transportation costs, time and other relevant factors. Contractor shall provide County with supporting documentation for such adjustment and County shall respond to such claim within 30 days of receipt of it.

(e) Change in Fuel Price. The County shall adjust payments to the Contractor on a semi-annual basis for either increase or decrease for the fuel cost to the Contractor for providing the service to the County as per the contract. The fuel adjustment component (fac) shall be adjusted on the second quarter after the start date of the contract with the base of fuel pricing being set at the fuel pricing as per "On Highway Retail Diesel Price" Lower Atlantic Region, U. S. Department of Energy, Energy Information Administration published on the Internet at: http://tonto.eia.doe.gov/oog/info/wohdp/diesel_detail_report.asp.

This will be based on pricing on the date of bid submission. This fuel adjustment component will not be considered within the CPI adjustment in paragraph F above.

Example: Fuel cost as per the internet listing at the start date of the contract:
\$2.90 per gallon
5% of rate .145
Base Rate \$3.045
1st Quarter price \$3.25
Rate increase .205 per gallon
.205 multiplied by the gallons used by Contractor.

Semi-annually, the Contractor shall calculate the adjusted fuel component price described above and send a letter to the County showing the calculations using the route gallons of fuel used to provide the services to the County as per the contract. The vendor will break the fuel consumption into components for each service provided, residential garbage, residential yard waste, residential bulk, residential recycling. The rate paid to the Contractor will be adjusted by residential unit counts for residential will be adjusted by the collected cubic yards for commercial and industrial accounts.

Section 11. PRESENTATIONS AND WARRANTIES OF CONTRACTOR

Contractor make the following representations and warranties:

11.1 Organization, Power and Authority. Contractor is a corporation duly organized and validly existing under the laws of the State of Florida, with full corporate power and authority to enter into this Agreement and perform its obligations hereunder.

11.2 Due Authorization; Binding Obligation. The execution, delivery and performance of this Agreement and all other agreements contemplated hereby and the consummation of the transactions contemplated hereby have been duly authorized by all necessary corporate action on the part of Contractor. This Agreement has been duly executed and delivered by Contractor and is a valued and binding obligation of Contractor enforceable in accordance with its terms.

Section 12. DEFAULT

In the event either party defaults in the performance of any obligations to be performed by it hereunder, the non-defaulting party shall give the other written notice of each default, specifying with particularity the default complained of. In the event that the defaulting party fails or refuses to cure each default, or to commence the cure of each default, within thirty (30) days from receipt of such notice, then the non-defaulting party, may at its option, sue for specific performance, sue for damages, terminate this Agreement, or otherwise pursue all its legal and available remedies.

Section 13. PERMITS AND LICENSES

Contractor shall obtain, at its own expense, all permits and licenses required by law or ordinance and maintain the same in full force and effect.

Section 14. INSURANCE REQUIREMENTS AND PERFORMANCE BOND

14.1 Certificate. During the life of this Agreement, Contractor shall procure and maintain insurance of the types and to the limits specified below. Contractor shall provide County with a certificate of insurance evidencing the required coverage and naming the County as an additional insured on all but the Workers' Compensation coverage. Cancellation or modification of said insurance shall not be effected without third (30) days prior written notice to County. Contractor shall require each of its subcontractors to procure and maintain, until completion of that subcontractor's services, insurance of the types and to the limits specified below, unless the subcontractor's work is covered by the protection afforded by Contractor's insurance. It shall be the responsibility of Contractor to ensure that all its subcontractors comply with all of the insurance requirements contained herein relating to such subcontractors.

Except as otherwise stated, the amounts and type of insurance shall conform to the following minimum requirements:

14.2 Workers' Compensation. Contractor shall provide and maintain during the life of this Agreement, at his own expense, Workers' Compensation Insurance coverage to apply for all employees for statutory limits in compliance with the applicable state and federal laws. In addition, the policy must include employers' liability insurance with a limit of \$100,000 each accident.

14.3 Comprehensive General Liability. Contractor shall provide and maintain during the life of the Agreement, at his own expense Comprehensive General Liability and shall have County as additional insured. Coverage must be afforded on a form no more restrictive than the latest edition of the Comprehensive General Liability Policy filed by the Insurance Services Office and must include:

Minimum limits of \$300,000 per occurrence combined single limit for bodily injury liability and property damage liability.

Premises and/or operations.
Independent contractors.
Products and/or completed operations.

14.4 Business Automobile Policy. Contractor shall provide and maintain during the life of the Agreement, at his own expense, Comprehensive Automobile Liability Insurance. Coverage must be afforded on a form no more restrictive than the latest edition of the Business Auto Policy filed by the Insurance Services Office and must include:

Minimum limits of \$250,000 per occurrence combined single limit for bodily injury liability and property damage liability.

Owned vehicles.
Hired and non-owned vehicles.
Employer's non-ownership.

14.5 Contractor shall provide County with a performance bond in the amount of Fifty Thousand Dollars (\$50,000) for the faithful performance of this Agreement.

Such security may be issued for a period shorter than the term of the Contract, but no less than one year. If a bond is issued, it may be extended by continuation certificate executed by the Surety, at the option of the Surety for an additional annual term. Neither non-continuation by the Surety, nor failure, nor inability of the Contractor to file acceptable replacement security shall constitute a loss recoverable under the bond. Failure of the Contractor to furnish and maintain adequate security shall be considered a material default by the contractor, but not the surety.

In the event of a default under this provision by the Contractor, the County, without terminating the Contract and in addition to other equitable, legal, and contractual remedies available to it, may withhold further payment for services until such time as security meeting the requirements of this Section is delivered by the Contractor and accepted by the County.

Section 15. BOOKS AND RECORDS

County shall have the right upon reasonable notice to inspect and review Contractor's books and records regarding Contractor's performance of services hereunder. County shall maintain such records in a confidential manner to the extent permitted by law.

Section 16. NOTICES

Notice sent certified mail return receipt requested to a party at its business address shown herein shall be sufficient notice whenever required for any purpose under the Agreement.

Section 17. SEVERABILITY

If any provisions of the Agreement shall be declared illegal, void or unenforceable, the other provisions shall not be affected but shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year above first written.

ATTEST:

By: *Meriel Straughter*
Title: *Deputy Clerk to Boec*

COUNTY:

By: *Eugene Lamb*
Title: *Boec Chair*
12-1-2009

ATTEST:

WASTE PRO OF FLORIDA, INC.

By: *E. Ralph Mills*
Title: *REGIONAL V.P.*
12/1/09



Exhibit A
Special Wastes

Special Waste are those that are above and beyond the normal limits of every day house keeping and maintenance. Examples of Special Waste include but are not limited to:

1. Tire, batteries, paint, chemicals, and solvents.
2. Hazardous wastes such as acids, fuels, oils, etc.
3. Yard waste generated from a tree surgeon or lawn service.
4. Construction and Demolition Debris
5. Oversized Waste of any Type
6. Propane Tanks
7. Storm Debris
8. Loose Un-containerized materials
9. Any Materials Requiring Special Handling

The collection of Special Wastes will be priced upon application and billed separately to the customer.

Exhibit B: Rates Schedule

**Waste Pro of Florida, Inc.
Bid Submission Form**

**Gadsden County Solid Waste Collection Bid
RFP Number 09-08**

Residential Subscription Service Collection Charges

Single Family Curbside (To include Recycling)

\$ 12.75	Option One - 1 Time Per Week Collection With Roller Container
\$ 2.00	Yard Waste And Bulk Item Pickup - One Time Per Month
\$ 14.75	Total Monthly Rate

Commercial Service Collection Charges

	<u>1x / Week</u>	<u>2x / Week</u>	<u>3x / Week</u>	<u>4x / Week</u>
1 - 90 Gallon Container	\$ 17.00	\$ 34.00	\$ 51.00	N/A
2 - 90 Gallon Containers	\$ 25.50	\$ 51.00	\$ 76.50	N/A
3 - 90 Gallon Containers	\$ 34.00	\$ 68.00	\$ 102.00	N/A
2 Yard Container	\$ 55.00	\$ 110.00	\$ 165.00	\$ 220.00
4 Yard Container	\$ 100.00	\$ 200.00	\$ 300.00	\$ 400.00
6 Yard Container	\$ 135.00	\$ 270.00	\$ 405.00	\$ 540.00
8 Yard Container	\$ 170.00	\$ 340.00	\$ 510.00	\$ 680.00

Rural Waste Site Service Collection Charges

	<u>1x / Week</u>	<u>2x / Week</u>	<u>3x / Week</u>
1 - 90 Gallon Container	\$ 17.00	\$ 34.00	\$ 51.00
2 - 90 Gallon Containers	\$ 25.50	\$ 51.00	\$ 76.50
3 - 90 Gallon Containers	\$ 34.00	\$ 68.00	\$ 102.00
2 Yard Container	\$ 55.00	\$ 110.00	\$ 165.00
4 Yard Container	\$ 100.00	\$ 200.00	\$ 300.00
6 Yard Container	\$ 135.00	\$ 270.00	\$ 405.00
8 Yard Container	\$ 150.00	\$ 290.00	\$ 425.00

Roll off Services (Including The Gadsden County Dump Site Recycling Containers)

Charge Per Delivery	\$ 100.00
Charge Per Pull	\$ 185.00
Charge Per Ton	\$ 29.50
Rental Fee per Cont/Month	\$ 85.00

		From July 1, 2020 to June 30, 2021	New price July 1, 2020	Increase or decrease	Comments		t	w	th	f
	Addendum A									
1	NEW PRICING BASED UPON THE CURRENT GADSDEN COUNTY FRANCHISE RATES. These rates are at the end of this spreadsheet. East Gadsden High	New explanation for price change in 2020								
	Self contained compactor account #52473									
	52473	On call. 52473	\$305.83							
	6752 #	Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
2	Havana Middle School									
	6764 #	There is (1) 6- yard and (1) 8 yard. Both are serviced 3 times a week. The 6 yard is \$483.12 monthly. The 8 yard is \$608.37 monthly.	\$1,091.49	\$51.58			X	X		X
	7813 #	Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
3	Carter Parramore									
	6749	VIP is NOT working. This is one 8 yard serviced twice a week. An 8 yard twice a week is \$405.59.	\$405.59	\$19.09			X			X
	6748 #	Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
	St. John									
	6781 #	Closed account.								
4	Stewart Street	Closed account.								
	6785 #	CHECK THIS ACCOUNT ON SITE This is an 8 yard VIP serviced three times a week. See VIP chart below.	\$1,889.23				X	X		X
	6784 #	The 8 yard VIP lease is \$202.16 Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
5	Warehouse									
	6779 #	This is a 6 yard serviced 2X.	\$322.09	\$4.57			X			X
6	James Shanks									
	6766	Current service is a 8 yard serviced 5X a week for \$1,013.95	\$1,013.95	\$14.36			X	X	X	X
	6766	Recycle OCC dumpster is in good condition.	\$250.00	\$50.00			X			
7	West Gadsden	twice a week								
	6791 #	Currently service level is (1) 8-yard serviced three times a week.	\$608.37	\$8.62			X	X		X
	7808 #	Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
8	Gretna Elementary									
	6760 #	Closed account.					X			X
	6760	125 Closed account.					X			
9	Greensboro Elementary									
	6759 #	Current service level is one 8-yard serviced twice a week.	\$405.59	\$8.74			X			X
	6759 #	Recycle OCC dumpster is in good condition.	\$100.00	\$25.00			X			
10	George Munroe									
	6758	An 8 yard 5X	\$1,013.95	\$44.70			X	X		X
	6757 #	Recycle OCC dumpster is in good condition.	\$125.00	\$25.00			X			
11	Gadsden Technical									
	6755 #	Current service level is one 4-yard serviced twice a week.	\$238.58				X			X

SUMMARY SHEET

RECOMMENTATIONS TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: Medical Physicals 2020-2021

DIVISION: Administration Transportation

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

PURPOSE AND SUMMARY OF ITEM: Recommended physicians to examine Bus Operators and certain personnel for a recommended fee of \$90.00 per examination.

Allied Health & Rehabilitation
Dr. Martine Charles, Doctor of Chiropractic
405 E. Jefferson Street, Quincy, Fl 32351

Cardiology and Internal Medicine
Dr. Helen Nitsios, MD
230 E. Crawford Street, Quincy, Fl 32351

FUND SOURCE: 110
AMOUNT: \$8,100.00
PREPARED BY: Gerald A. Gay *GA*
POSITION: Director of Transportation

INTERNAL INSRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHARIMAN'S DIGNATURE: page(s) numbered

REVIEWED BY:

GADSDEN COUNTY SCHOOL DISTRICT TRANSPORTATION DEPARTMENT

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone)
850-875-8895 (Fax)

Mr. Gerald A. Gay
Director of Transportation

Mr. Roger P. Milton
Superintendent of Schools

Date: May 21, 2020

Letter of Interest

Yes, I/We would be interested in being recommended to the Gadsden County School District to conduct Physical Examinations on certain School Board Employees for Fiscal Year 2020-2021.

No, I/We are not interested in conducting physicals for the Gadsden County School District.

Gadsden County School District's approved fee:
\$90 per Physical Examination
(Billing will be paid via District Purchase Order)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Allied Health & Rehabilitation Dr. Martine Charles, Dr. of Chiropractic
Physician's Name or Group (Please print or type)

177 Salem Court, Tallahassee, FL 32301

850-328-0424

Mailing Address

Telephone

Martine Charles
Signature of Physician or Business Manager

5/22/2020
Date

Please return this form no later than June 10, 2020

Please mail to:

Mr. Gerald A. Gay, Director of Transportation *Gay*
Gadsden County School district
720 S. Stewart Street
Quincy, Florida 32351
Or via fax at 850-875-8895

**GADSDEN COUNTY SCHOOL DISTRICT
TRANSPORTATION DEPARTMENT**

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone)
850-875-8895 (Fax)

Mr. Gerald A. Gay
Director of Transportation

Mr. Roger P. Milton
Superintendent of Schools

TO: Medical Examiners
FROM: Gerald A. Gay, Director *AGG*
RE: 49 CFR 391-41 Medical Examinations
DATE: May 18, 2020

As of May 1, 2016 the Florida Department of Education mandated the Medical Examination Report for Commercial Fitness Determination (form MCSA-5875) 49 CFR 391-41 physical qualifications as evidenced by the Medical Examiner's Certification.

Medical Examiners conducting medical examinations of School Bus Operators must be registered with the National Registry of Certified Medical Examiners.

Attached you will find a contract as to your interest in being an examiner for the Gadsden County School district. Bus Operators will be examined every 12 (twelve) months with one physical per year paid by the Gadsden County School District. Payment for re-checks will be the responsibility of the employee.

Please be aware that due to the Privacy Act the Medical Examiner's Certification is the only document to be given back to the Bus Operator and returned to the Transportation Department.

If there are any questions, please do not hesitate to contact our office between the hours of 8am and 5pm at 850-627-6858.

GADSDEN COUNTY SCHOOL DISTRICT TRANSPORTATION DEPARTMENT

720 S. Stewart Street
Quincy, Florida 32351
850-627-6858 (Phone)
850-875-8895 (Fax)

Mr. Gerald A. Gay
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Mr. Roger P. Milton
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Gadsden County School District's approved fee:
\$90 per Physical Examination
(Billing will be paid via District Purchase Order)

Drug and Alcohol Testing Excluded
Dexterity Testing Section Excluded

Cardiology and Internal Medicine Group of North FL. PA Dr. Helen Nitsios, MD
Physician's Name or Group (Please print or type)

230 East Crawford Street, Quincy, FL 32351 850-627-7600
Mailing Address Telephone

Melanie J. Skum 5-21-20
Signature of Physician or Business Manager Date

Please return this form no later than June 10, 2020

Please mail to:

Mr. Gerald A. Gay, Director of Transportation
Gadsden County School district
720 S. Stewart Street
Quincy, Florida 32351
Or via fax at 850-875-8895

**GADSDEN COUNTY SCHOOL DISTRICT
TRANSPORTATION DEPARTMENT**

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If there are any questions, please do not hesitate to contact our office between the hours of 8am and 5pm at 850-627-6858.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: July 28, 2020

TITLE OF AGENDA ITEM: Resolution Affirming Participation in the Small District Council Consortium

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEM: School Board approval is requested for participation during 2020-2021 in the Small District Council Consortium.

FUND SOURCE: General Fund

AMOUNT: \$3,250.00

PREPARED BY: Bonnie Wood

POSITION: Finance Director

**RESOLUTION
AFFIRMING PARTICIPATION IN THE
SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM**

WHEREAS, the Gadsden County School Board believes there is a need to have educational information, interpretation, and consultation on issues relating to small and rural communities that is not independently available, and

WHEREAS, the cost of providing such services independently for the School Board would make the cost prohibitive, and

WHEREAS, the needed services are provided through the Small School District Council Consortium, and

WHEREAS, the Gadsden County School District has participated in the consortium in previous years by official action of the Board and payment of the annual fee,

NOW THEREFORE BE IT RESOLVED that the Gadsden County School Board authorizes the participation in the Small School District Council Consortium for fiscal year 2020-2021 and as such agrees to pay \$3,250.00 to the designated Fiscal Agent upon invoice for participation fees.

BE IT FURTHER RESOLVED that this resolution shall authorize the Gadsden County School District participation in the SSDCC in future years contingent upon the approval of the SSDCC Annual Invoice for Participation Fees as part of a regularly scheduled School Board meeting.

BE IT FURTHER RESOLVED that the SSDCC Fiscal Agent shall be the contracting agent for the employment and payment of consulting services and associated program costs.

Adopted by the Gadsden County School Board in Regular Session at Quincy, Florida on the 28th day of July, 2020.

BY:

Chairperson, Gadsden County School Board

ATTEST:

Superintendent, Gadsden County School District

SSDCC OFFICERS

Chairman Sherrie Raulerson Superintendent of Schools – Baker County
 Vice Chairman Bobby Pearce – Superintendent of Schools – Wakulla County

Executive Committee Members

Sam Himmel – Superintendent of Schools – Citrus County
 Robby Edwards – Superintendent - Lafayette County
 Ken Kenworthy – Superintendent – Okeechobee County
 Paul Samuels – School Board Member - Hardee County
 Jan Shoop – School Board Member – Highlands County
 Charlotte Gardner – School Board Member - Jackson County
 Christy McElroy – School Board Member – Gilchrist County

SSDCC Members and Board of Directors – FY 2019-20

The SSDCC Board is the Superintendent and a School Board member designated by the School Board

District	District Superintendent is on the SSDCC Board of Directors	On School Board member designated at the November Meeting is on the SSDCC Board of Directors
Baker	<i>Sherrie Raulerson - SSDCC Chair</i>	Patricia Weeks
Bradford	Stacey Shuford Creighton	Cheryl Canova
Calhoun	Darryl Taylor, Jr.	Danny Ryals
Citrus	<i>Sam Himmel - SSDCC Exec. Committee</i>	Linda Powers
Columbia	Alex Carswell	Stephanie Finnell
DeSoto	Adrian Cline	Ronny R. Allen
Dixie	Mike Thomas	Paul Gainey
Flagler	James Tager	Colleen Conklin
Franklin	Traci Yoder	Pamela Marshall
Gadsden	Roger Milton	Tyrone Smith
Gilchrist	Robert Rankin	Christie McElroy – SSDCC Exec Comm
Glades	Kim Jordan	Jeri Wilson
Gulf	Jim Norton	Cindy Belin
Hamilton	Rex L. Mitchell	Cheryl McCall
Hardee	Bob Shayman	Paul Samuels – SSDCC Exec. Comm
Hendry	Paul Puletti	Sally Berg
Hernando	John Stratton	Linda Prescott
Highlands	Brenda Longshore	Jan Shoop- SSDCC Exec. Comm
Holmes	Terry Mears	Shirley Owens
Jackson	Larry Moore	Charlotte Gardner – SSDCC Exec Comm
Jefferson	Marianne Arbulu	Shirley Washington
Lafayette	Robby Edwards -SSDCC Exec. Comm.	Amanda Tidwell Hickman
Levy	Jeffrey Edison	Chris Cowart
Liberty	David Summers	Kyle Peddie
Madison	Shirley Joseph	Reggie Daniels
Monroe	Mark Porter - <i>August 1 will be Teresa Axford</i>	Sue Woltanski
Okeechobee	Ken Kenworthy - <i>SSDCC Exec. Comm.</i>	Amanda Riedel
Putnam	Rick Surrency	Jane Thomas Crawford
Sumter	Rick Shirley	Kathie Joiner
Suwannee	Ted Roush	Catherine Cason
Taylor	Danny Glover	Brenda Carlton
Union	Carlton Faulk	Becky Raulerson
Wakulla	Robert Pearce –SSDCC Vice-Chair	Verna Brock
Walton	Russell Hughes	Marsha Winegarner
Washington	Joe Taylor	Susan Roberts
Regional Consortium Members		
Heartland Ed. Consortia , North East Florida Ed. Consortia, Panhandle Area Ed. Consortia		
Additional Entities Eligible for Membership in the SSDCC		
<i>Charlotte, Indian River, Martin, Nassau</i>	Lab Schools receiving Sparsity FAMU – DRS School, FSU – DRS School; UF – PK Yonge; Lab School, FAU – DRS School	

SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM

Founded in 1983

1118-B Thomasville Road
Tallahassee, Florida 32303

Telephone 850-224-3180
FAX 850-222-3663

INVOICE FOR PAYMENT

To: Traci Yoder, Superintendent of Schools, Franklin County School District

From: Robert Pearce, Superintendent, Wakulla School District and Fiscal Agent for the
Small School District Council Consortium

Re: Invoice for Payment of SSDCC Participation Fees for 2020-2021

Date: July 17, 2020

On behalf of the SSDCC, I want to thank you for your membership in the SSDCC during 2018-2019. We are appreciative of the continuing support that all of the members have given to the SSDCC.

The SSDCC Executive Committee has approved the participation fee for FY 20-21 at the current level of \$3,250.00. This is the fee that was set in last summer.

This invoice is requesting payment in the amount of \$3,250.00 for the 2020-2021 SSDCC Annual participation fees.

Please make your check payable to the **SMALL SCHOOL DISTRICT COUNCIL CONSORTIUM** and mail it to the following address;

Small School District Council Consortium
Fiscal Agent – Attention: Ms. Rhonda Stevens
Wakulla School District
P.O. Box 100
Crawfordville, Fla. 32327

This payment is for the annual services associated with the Small School District Council Consortium.

Please process this Invoice for Payment as soon as possible. If you have any questions regarding this invoice, please contact Robert Pearce, Superintendent, Wakulla School District, Fiscal Agent for the SSDCC at 850-926-0065, or Chris Doolin, Consultant to the SSDCC at 850-224-3180.